

THE CATHOLIC SCHOOL Journal

Volume 57

Number 10

December, 1957

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Your Journal

Problems of Catholic Education

The publishers of the CATHOLIC SCHOOL JOURNAL for some 30 years have been considering the problems of all people responsible for organizing, managing, and teaching Catholic high schools and elementary schools — bishops, diocesan superintendents, pastors, principals, classroom teachers, custodians, parents, and, last but not least, the children, for whom the schools are maintained.

Each of these groups may wish to have a journal exclusively for its own phase of Catholic education. This issue of your CATHOLIC SCHOOL JOURNAL is the nearest approach possible toward satisfying the needs and desires of all Catholic school personnel.

Our Management Section

Following the regular professional articles for administrators and teachers and the generous number of practical aids for the classroom teacher, you will find a new Quarterly Management Section (beginning on page 55) of special interest to pastors, superintendents, and business managers of our schools and of similar Catholic institutions. This section will appeal also to principals and teachers who are faced with the problems discussed.

Get Your Index

Following the publication of this December issue, the last number of Volume 57, you may obtain a complete index to the CATHOLIC SCHOOL JOURNAL for 1957, if you send a post card to 400 N. Broadway, Milwaukee 1, Wis.

The Catholic School Journal is published monthly except in July and August by

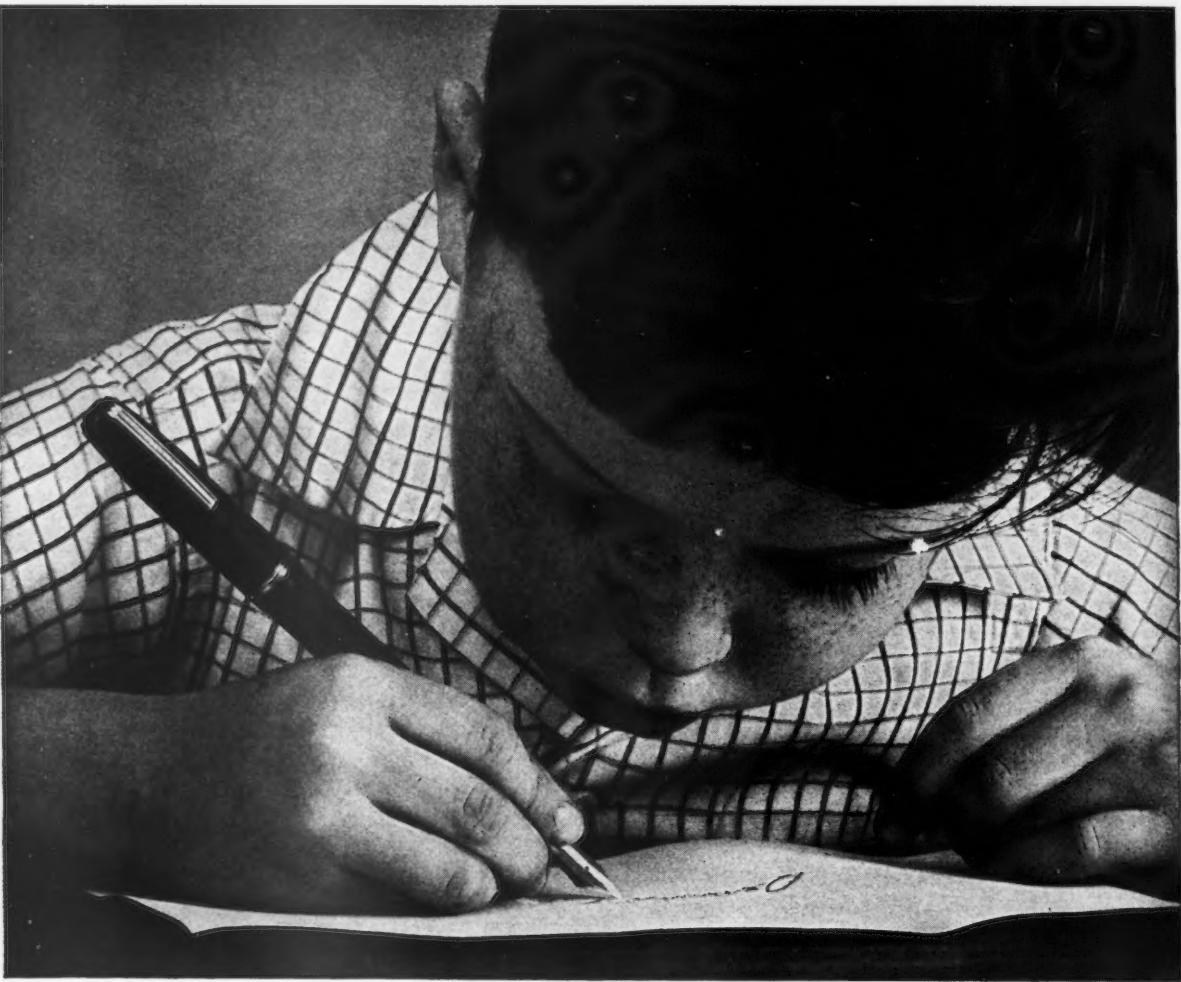
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Evaluation of Audio-Visual Aids

CORONET FILMS

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Science and Social Studies

THE JAMESTOWN COLONY (1607 THROUGH 1620)

1½ reels, running time 16 minutes, sound, color, black and white.

This vividly dramatic record of events at Jamestown is rich in authentic details made possible by the historically accurate reconstructions at the Jamestown Festival of 1957. The colony's early history is chronicled, showing the voyage of the first settlers from England, and the faith and dedication required of them and later arrivals, in overcoming the hardships in America and in permanently establishing their colony. *Intermediate, Junior High.*

WHAT DO WE SEE IN THE SKY?

1 reel, running time 11 minutes, sound, color, black and white.

Freddie is curious about things he sees in the sky. With Father's help, he learns about the sun, moon, planets, stars, and constellations—their relative size and distance, their light, and something of their composition. Freddie's observations help him gain an appreciation of the beauty and wonder of the things he sees in the sky. *Primary.*

THE MIDNIGHT RIDE OF PAUL REVERE

1 reel, running time 11 minutes, sound, color, black and white.

Developing an appreciation for literature based on our national background, the film provides a better understanding of this pre-Revolutionary period. From the belfry steps of the Old North Church to the battle of Concord, the film re-creates in authentic settings the exciting events of Longfellow's famous poem, *Paul Revere's Ride*. *Intermediate, Junior High.*

TRAVEL IN AMERICA IN THE 1840'S

1½ reels, running time 13½ minutes, sound, color, black and white.

Through the colorful story of Matt, who travels from New York State to Illinois, students will learn of the early methods of travel in America. They will understand the significance of the changes in transportation that are beginning by the 1840's when they view Matt as he journeys by stagecoach, works as a mule driver on the Erie Canal, travels by lake steamer, and rides the "new" steam train. *Intermediate, Junior High.*

CLIMATE AND THE WORLD WE LIVE IN

1¼ reels, running time 13½ minutes, sound, color, black and white.

The film shows the determining factors of climate, latitude, altitude, nearness to

George E. Vander Beke, Ph.D.

Editorial Consultant for
Audio-Visual Aids

water, ocean currents, prevailing winds, and mountain ranges. Further explained is the grouping of similar climates into major types, and regions of the world are represented to show how variations in climate affect human activities. *Intermediate, Junior High.*

SIMPLE PLANTS: ALGAE AND FUNGI

1¼ reels, running time 13½ minutes, sound, color, black and white.

This film describes and explains the major characteristics of simple plants and how they differ from the higher plants. Excellent nature photography reveals natural habitats, and the major differences between algae and fungi are explained. Attention is given to the diverse human uses of algae and fungi. *Junior High, Senior High.*

BAILEY FILMS, INC.

6509 De Longpre Ave.
Hollywood 28, Calif.

Films on Art

Four new art films have been produced by Patrician Films, an independent group of art education specialists whose goal is to make a significant contribution to the educational field through fine film production.

MAKE A MOVIE WITHOUT A CAMERA

6 minutes, color and sound, uses the technique of Norman McLaren to show how students can create a motion picture by drawing and painting directly upon exposed film or leader. The finished film is run through a projector simultaneous with an appropriate musical background, and the dots and scratchings become an amazing abstract visual experience.

UNDERSTANDING MODERN ART SERIES includes three short films, each 7 minutes, in sound and color:

Cubism explains the tendencies and characteristics of the Cubist school of painting, using animated diagrams and actual paintings to help viewers understand this type of art.

Impressionism gives a concise and clear explanation of the basic characteristics of impressionistic art, using paintings from some of the country's top art museums.

Nonobjective Art clearly establishes what this style is and how it differs from other

types of painting. Attention is directed to nonobjective things in nature. Outstanding examples of noted painters are shown.

INTERNATIONAL FILM BUREAU, INC.

57 East Jackson Blvd.
Chicago 4, Ill.

Art in Europe

The color film OPEN WINDOW sponsored by the governments of Belgium, France, Luxembourg, the Netherlands, and the United Kingdom, will be distributed by International Film Bureau.

The production team of Belgian, British, Dutch, and French artists and technicians which made the film, worked under the general direction of Henri Storck. The educational consultant for the film was Jean Cassou, Curator-in-Chief of the Paris Museum of Modern Art. Music for the film was composed by Georges Auric and played by the Concertgebouw orchestra, Amsterdam.

The film presents a history of landscape painting from the fifteenth through the nineteenth centuries. It makes a journey through the countryside of five lands as their great painters have seen it during five centuries of the development of landscape painting. In telling its story, the film shows in a human and nontechnical way something of how western civilization has grown and by the interchange of ideas, methods, and styles in many fields, paved a way for the still closer co-operation among peoples and nations.

MCGRAW-HILL BOOK CO.

Text-Film Department
330 West 42nd St.
New York 36, N. Y.

Physiology and Hygiene

The text by Diehl and Laton: *Health and Safety for You*, has served as a basis for the production of several films by McGraw-Hill. Among these are:

THE HEART—HOW IT WORKS

By magnifying its sound, this film demonstrates how the normal heartbeat sounds through a stethoscope. By this sound, the doctor knows how well the heart is functioning. The film then illustrates the structure of the heart, the function of its parts, and shows the flow of blood through the heart.

The heart functions like a pump. Contracting and relaxing rhythmically, it pumps the blood to all parts of the body. During one minute, the average heart beats about 70 to 80 times. The film points out that, in order to do such a tremendous amount

(Continued on page 8)

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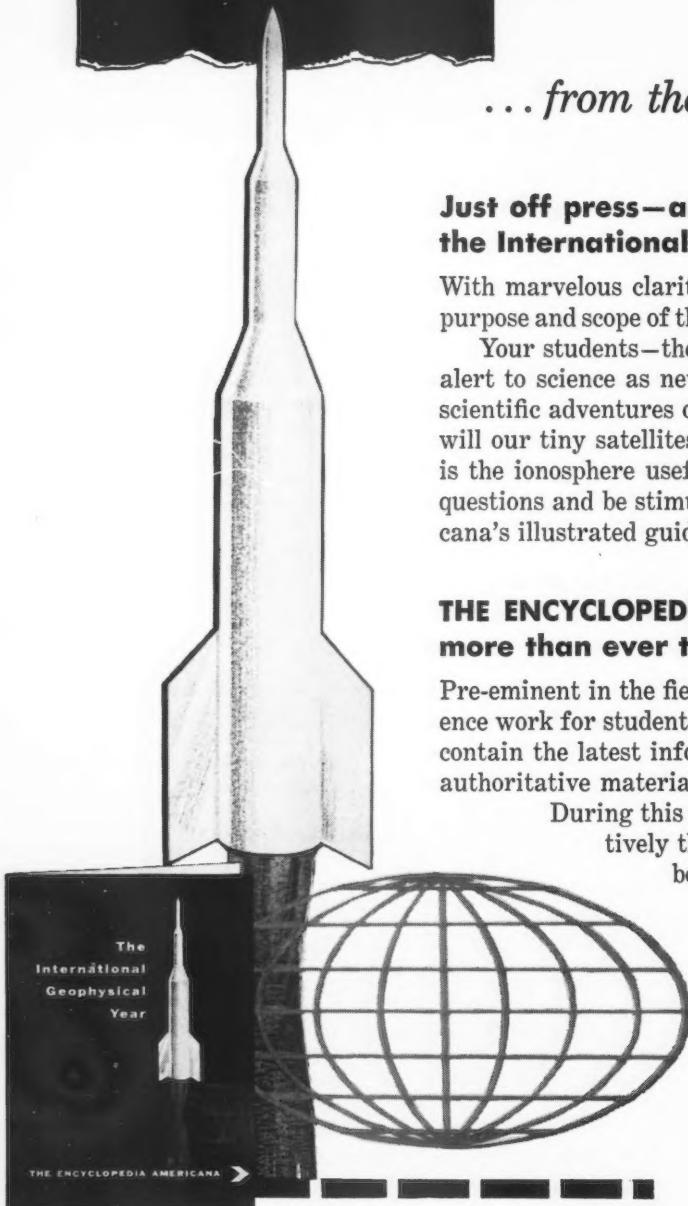
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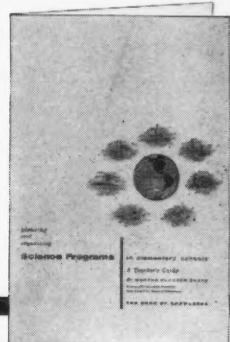
THE GROLIER SOCIETY

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This unique booklet helps you teach science at the ELEMENTARY SCHOOL level

Practical guidance in organizing your elementary science program is abundantly present in this brand-new illustrated brochure. In a field where suitable material is too frequently lacking, this 80-page idea-treasury will have enormous day-to-day value. It helps you to plan units of study, suggests classroom activities that will reinforce science concepts, tells you where to get useful related material, and indicates the most rewarding approach to each topic BY GRADE. Line drawings in color give positive instruction, and constant references guide you to the enormous wealth of science material in THE BOOK OF KNOWLEDGE. Use this booklet in connection with THE BOOK OF KNOWLEDGE to keep up with the new demands being made on you for science instruction at the elementary level.



GS-7

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National School and Library Division
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A comprehensive guide to the IGY for use in GENERAL SCIENCE CLASSES

To help you relate your classroom instruction to the headline events of science during the coming year, THE BOOK OF POPULAR SCIENCE has prepared a 22-page booklet that describes the twelve great areas of investigation of IGY. Clearly and precisely, it explains what scientists hope to find out and how they have planned their investigations. Because of popular interest, the section on satellites is especially thorough and is, in itself, a fascinating picture of man's conquest of space. Throughout this useful booklet, references are made to the remarkable up-to-date material in the ten volumes of THE BOOK OF POPULAR SCIENCE, the basic illustrated reference work that explains the marvels of science. Used together, this new booklet and the reference set are a tremendous stimulus to learning.



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Audio-Visual Aids

(Continued from page 5)

of work, the heart needs rest which it gets in between the contractions of the muscular heart wall as well as when it slows during sleep. In addition, the film shows the action of the complete heartbeat, and then analyzes this action step by step. Finally, the film interprets methods for testing or examining the heart, and shows some startling facts about its workload. (11 minutes.)

COMMUNITY HEALTH AND YOU

This new film shows the large part played by the average health department in maintaining America's high standard of living. We see in operation the various scientific processes which protect water and food supplies from contagious diseases, the rigid standards of cleanliness that are enforced, and the proper method of disposing refuse. Along with these duties, local health departments prevent or limit the spread of communicable diseases by making laboratory tests and supplying vaccines and other immunizing agents to physicians and hospitals. In addition, private

agencies such as the Red Cross, agencies devoted to tuberculosis and polio prevention, community hospitals, and family physicians all work together to maintain high standards of health. (10 minutes.)

PARENTS ARE PEOPLE TOO

Of invaluable aid to adolescents as well as parents and teachers, this film concerns itself with the average adolescent feelings of resentment against authority. In so doing, it emphasizes the role of the parent and teacher as contributing factors, and points up ways for youngsters and adults to mutually resolve their differences.

The film opens on a class of students who are discussing their "gripes" about parents. Not being able to choose one's wardrobe or use the family car are typical examples of what they resent. The discussion shows them how new privileges can be earned by proof of capability.

But what about parents who "nag"? If parents want them to act like adults why do they treat them like children? The instructor shows how "nagging" can be turned into family discussions—discussions that will result in mutual desire for improvement. Sharing one's life with one's parents also brings about good family relations. A parent who shares a part of his child's life, comes closer to accepting him as an adult with a life of his own to lead.

Designed for guidance and psychology courses given to teen-agers, this film will be equally valuable for PTA and other groups. (15 minutes.)

SNEEZES AND SNIFFLES

This new film discusses the ever present problem of runny noses, headaches, and "achiness" in the bones that result from the common cold. It shows just why colds start, how they spread, and what to do to prevent them.

According to scientists, colds are brought on by a certain kind of germ, called virus. These viruses are numerous and can be scattered in many different ways—when one sneezes, for instance. By means of a unique device, the film effectively portrays the most common ways in which viruses are spread. It also shows ways in which the body defends itself against germs, and points up the fact that what appears to be a cold may be the beginning of a contagious illness like measles, scarlet fever, or polio. The film ends by showing how to prevent a cold as well as what to do if one starts. (10 minutes.)

FILMSTRIP HOUSE

347 Madison Ave.
New York 17, N. Y.

Folk Tales

TALES OF FAR-AWAY FOLK are 4 color filmstrips with captions for primary grades. This is the first of a unique folktales

(Concluded on page 10)

Imagine Leonard Bernstein teaching a class for you!

It's possible on Columbia Records! "Leonard Bernstein on Beethoven" is a masterful demonstration of the development of Beethoven's Fifth Symphony. Or imagine the great American poet, W. H. Auden reading Elizabethan verse to your English class. Think of your junior scientists discovering the strange and marvelous possibilities of the acoustical world with all the facilities of a mammoth sound studio! They're all in the Columbia Records catalog. What could make your classroom more interesting! Your subjects come alive; your teaching is at its most truly creative! And Columbia's Guaranteed High Fidelity assures absolute reproduction of all the nuances of performance... perfect balance with full attention to the finest detail. On Columbia Records, the "Sound of Genius" brings you the world's greatest performers creating the world's greatest music.

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These listings are the barest indication of the wealth of provocative and stimulating material available in Columbia's comprehensive educational catalog.

STRANGE TO YOUR EARS—Physics, science and music teachers will find this record an invaluable illustration of what happens to familiar sounds when their recognition factors (pitch, timbre, etc.) are altered by modern electronic and tape recording devices. ML 4938

ELIZABETHAN VERSE—Poems by Frances Davison, Ben Jonson, Thomas Campion, Edmund Spenser, Sir Walter Raleigh, John Donne and anonymous poems. **AN EVENING OF ELIZABETHAN VERSE AND ITS MUSIC**—by Thomas Weekes, Robert Jones, John Wilbye, Alfonso Ferrabosco, Thomas Morley, George Kirby, John Dowland, Orlando Gibbons, John Ward and Thomas Tompkins. W. H. Auden (reader) and the New York Pro Musica Antiqua, directed by Noah Greenberg. ML 5051

LEONARD BERNSTEIN ON BEETHOVEN—Leonard Bernstein looks at Beethoven's rejected sketches for the first movement of the Fifth Symphony and demonstrates with orchestral illustrations how this work would have sounded had they not been rejected.

BEETHOVEN: Symphony No. 5 in C Minor, Op. 67—Bruno Walter conducting the New York Philharmonic. CL 918

WHAT IS JAZZ—Leonard Bernstein looks at jazz with the assistance of several of its leading exponents, among them Buck Clayton, Bessie Smith, Miles Davis, Leo Macero, Louis Armstrong and Buster Bailey. CL 919

SONGS OF CHRISTMAS—The Norman Luboff Choir. CL 926

THE STINGIEST MAN IN TOWN—Based on Charles Dickens' "A Christmas Carol." CL 950

THE LITTLE STAR OF BETHLEHEM—(story of Paul Tripp and music by George Kleinsinger). **THE TOY BOX** (Ballet Suite) by George Kleinsinger. CL 1046

The following listings represent a portion of the material available on the HARMONY label. It's a Columbia product made with the budget in mind! List price on the HARMONY record is only \$1.98!

BACH: Six Brandenburg Concerti—Vols. I, II, & III. Fritz Reiner conducting soloists and chamber orchestra. HL 7062, HL 7063, HL 7064

OFFENBACH: Gaite Parisienne—Ballet. **CHOPIN: Les Sylphides**—Ballet. Efrem Kurtz conducting the Columbia Symphony Orchestra. HL 7065

POPULAR OVERTURES AND DANCES: Howard Barlow conducting the Columbia Broadcasting Symphony. Selections from Suppé, Sibelius, Moussorgsky, Tchaikovsky, Rossini and Smetana. HL 7066

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THE
E. M. LOHMANN
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413-417 Sibley Street
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Audio-Visual Aids

(Concluded from page 8)

series using authentic art styles of the peoples represented.

The four tales—one each from Japan, India, Egypt, and Ireland—were illustrated by Paul Peroff. For 30 years a creator of animated films and, later, of TV productions for children, Mr. Peroff has lived and worked in the countries whose art styles he so carefully adapted for these tales.

Bold captions and a graded vocabulary are utilized. Titles are: *The Lost Ring*—A Tale from Japan, *The Kidnapping of Sita*—A Tale from India, *Johnny and the Giant*—A Tale from Ireland, *The White Elephant*—A Tale from Egypt.

YOUNG AMERICA FILMS

18 East 41st St.
New York 17, N. Y.

Geography Film

"NORTH POLE." Here is a unique film for your geography classes. After a brief summary of earlier major explorations in the North Pole region, this film uses an animated sequence to compare routes on a Mercator projection with the same routes on a global map. Comparative routes are traced between several cities around the world to provide visual proof that air routes via the North Pole are much shorter. Finally, the film describes current exploration in the North Pole region and stresses the growing importance of this region to aviation. For middle grades, high school, and adult groups; social studies. (1 reel.)

THE NEW YORK TIMES

Times Square
New York 36, N. Y.

The November filmstrip on current affairs is "STRUGGLE FOR ASIA." There are 57 frames in this film covering the propaganda missions of Premier Chou En-Lai, the targets for communism in the struggle of Asian nationalism versus communism, and the feeling of "Asia for the Asians."

ENRICHMENT TEACHING MATERIAL

Lincoln and Douglas

A new filmstrip produced by David J. Goodman, 245 Fifth Avenue, New York 16, N. Y., is now available in the LANDMARK BOOK SERIES.

This filmstrip on *Lincoln and Douglas: Years of Decision* not only traces the careers of the men, but also emphasizes the events which created a background of which each man was a part. In the first sequence, we learn how their attitudes toward slavery differed as far back as the time when they served together in the

Illinois state legislature. Through their eyes we trace the slavery problem from the Missouri Compromise of 1820 through the development of abolition societies. When Lincoln retires to simple frontier life after one term in the U. S. Congress, we follow the "Little Giant" in his meteoric political career. The background circumstances which led to the introduction of the Kansas-Nebraska bill are presented step by step.

We are able to appreciate the moment when Abe Lincoln's troubled conscience drives him to take a public stand against slavery. He emerges as a leader of the new Republican Party. In the last sequence, we travel through Illinois with candidates Lincoln and Douglas, in their famous debating tour, during the senatorial campaign of 1858. Lincoln's defeat is in contrast to the immediate nationwide clamor for him as a presidential candidate. The final sequence takes us through the tense days of his election to the moment when Douglas pledges support to his lifelong friend. President Lincoln faces four bitter years that will eventually bring about the "birth of a new freedom."

The Enrichment record, *Lincoln and Douglas: Years of Decision*, gives an excellent audio presentation of this important landmark in American history. An authentic dramatization with dialogue, narration, music, and sound effects, it captures and stimulates the pupil's interest in the subject. It is planned for classroom use.

Youth Takes Over

The senior class at Mt. St. John Academy, Gladstone, N. J. (conducted by the Sisters of St. John the Baptist), "took over" school government during Catholic Youth Week. The seniors taught under the supervision of the faculty.

Youth Week began with a high Mass with the students from grades 4 to 12 doing the singing. At the Communion breakfast, Father Jude Cahillane gave an inspiring talk on the importance of leadership by the students. A guest speaker at a student gathering discussed the importance of the right decision for happiness in a chosen state of life.

The children agreed that one becomes "holier, healthier, and happier" by practicing the basic Christian principles learned at school. An assembly program, planned by the students, was directed by a student principal. It included a play, the inauguration of a student council, and a mock trial. Posters everywhere reminded the children of Youth Week.

A Holy Hour of adoration of our Eucharistic King was a special feature, and the week closed with a week-end retreat for the seniors.

Aviation and Music

The National Aviation Council in Washington, D. C., has ordered 3500 copies of a music-aviation study by SISTER M. THEODORE MALONEY, a high school teacher of music. As a result of the correlation Sister Theodore found between her musical experience and that of an aviation workshop, the collection contains 85 songs, a list of phonograph records, and an operetta.



Help pupils learn with...

GLOBES — The Graphic Project globe (pictured above) is one of several types of Nystrom globes for classroom use. Globes are functional, effective tools when used by teachers for geography, history, social studies, science, mathematics and current events.

MAPS — Nystrom publishes maps designed to meet the needs, abilities and skills of every class. This wide selection includes five types of geography maps, various outline maps, and maps for history, literature and foreign language classes.

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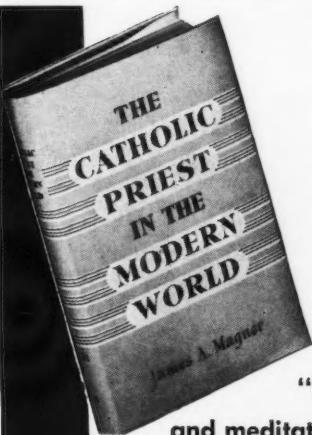
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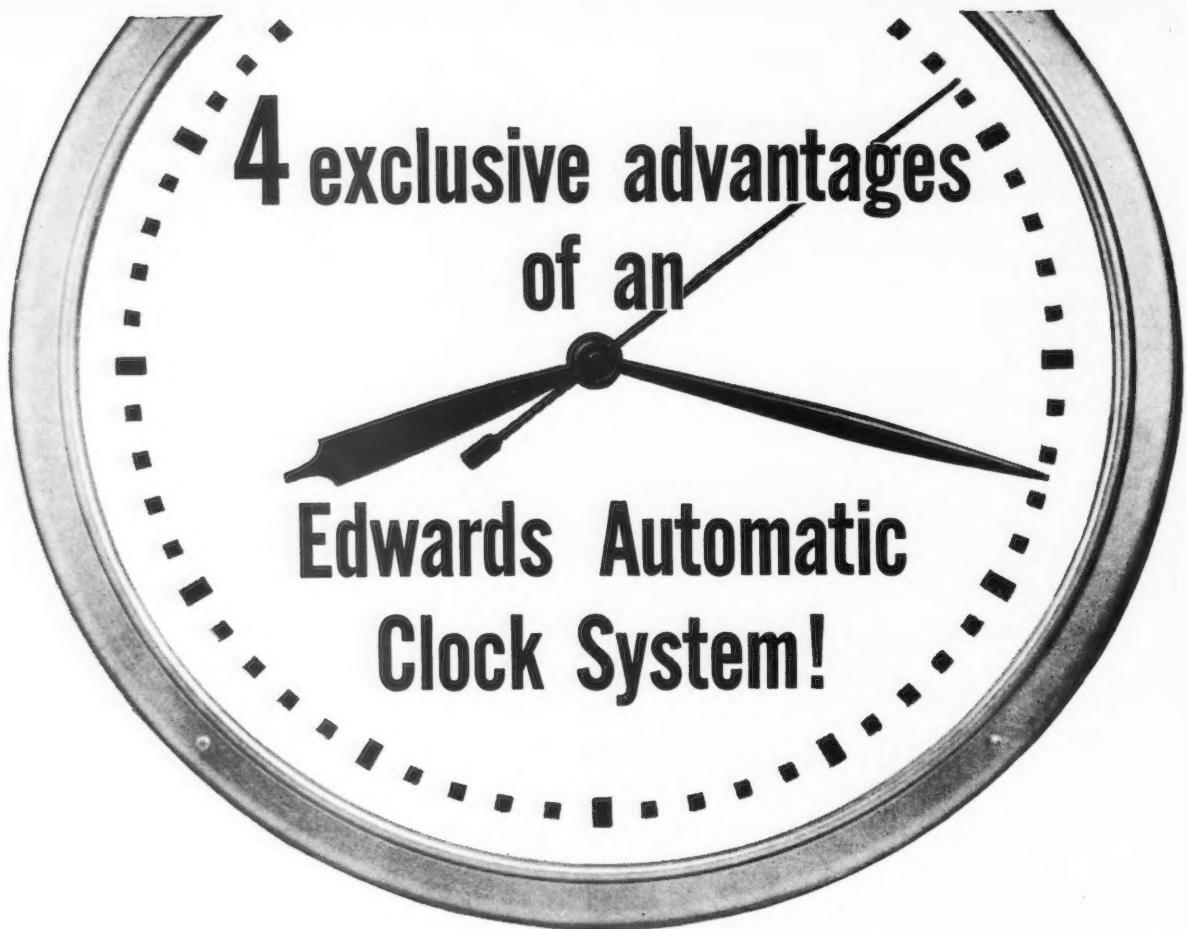
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The Psychological Approach —Smarter and Smoother

Getting along with people has become something of a cult. Not getting along with them is the unpardonable fault. People want to be understood and considered. Hence, a psychological approach to problems of human relations is smarter and smoother. This fact was pointed up in a survey made by the United States Chamber of Commerce. Employees of 24 industrial plants were asked to list the factors which they considered most important to good morale. Listings varied, but these three were unanimously given: appreciation of work done, feeling "in" on things, sympathetic help on personal problems.

Appreciation Needed

These three factors express universal human needs. And all of us, whatever our status, are human. In spite of efforts toward self-forgetfulness and supernatural motivation, in spite of striving for professional ideals, we cannot be immune to the influence of these innate desires. Moreover, teaching, nursing, and other work that depends on the drives of enthusiasm and imagination may be affected far more by the immediate social environment than even the individual concerned realizes.

A powerful morale builder is the superior's well-timed word of approval. "Your stairs look nice," from the mother superior to the Sister scrubbing them, recolors the picture. The two thirds yet to be cleaned of that series of drab rectangles of cement reaching from the third floor to the basement appear less formidable. But too often the spotlight of appreciation is turned on only a few. Their achievements are recognized and praised, their suggestions accepted, their demands satisfied. Quite probably these gifted and aggressive few have worthwhile suggestions as well as the

Sister Ann Dennis, S.S.J.

Our Lady of Lourdes School
Pittsburg, Kans.

temerity to present them. The wise administrator will realize, however, that partiality and indifference to subordinates' successes do not make for smooth relations and is fertile ground for discontent and maladjustment. It is also an effective means of quenching enthusiasm and killing laudable ambition.

Willing Co-operation

Closely related to the desire for reasonable recognition of achievement, and more important for gracious living is a sense of belonging. Recent investigations and study in the fields of psychology and social sciences indicate that interest in one's work, work adjustment, and productive output tend to be higher when workers feel that they are an integral part of the organization which they serve than when they regard the organization as something apart from themselves.

This sense of belonging takes root and grows in a thousand subtle ways. Essentially, it is seeded in opportunities to be "in" on current affairs. All those concerned — religious teachers as well as lay teachers, other personnel — should learn from the administrator and not from the students of changes in schedule, the date for releasing grades, the dates of vacation, and other details of school procedure. All members of the household should be told of changes in the horarium, of expected guests, of planned activities, if these incidents are theoretically community affairs.

Before making changes in schedule or

curriculum, the administrator should consult with the teachers about the impending changes. School management is necessarily a co-operative effort and this co-operation should be extended to those teachers who will be affected. Perhaps a teacher has planned a test or other special work for a particular day. It is somewhat disconcerting, therefore, if on that day before she meets the class, she receives notice that because of an assembly, that period will be shortened or that the class will not meet.

Many administrators supply the teachers with weekly schedules of activities together with any accompanying changes in class time. Thus, conflicts are avoided.

Belonging to an institution means participation (though not necessarily with final authority) in planning its activities and defining its policies. It means recognition of each member as an important contribution to the joint effort. Hence, the wise administrator will seek to have all teachers engage from time to time in school functions. If the size of the school warrants, she will ask individual teachers or committees of teachers to study the curriculum and setup of the school and make recommendations concerning policies and courses of study. In most schools the number and variety of such projects are adequate to enlist the services of all the teachers.

Fostering Co-operation

Are there among the faculty uninterested or weak members? Obviously, such members are handicaps to the smooth running of school procedures, but possibly a psychological approach to the problem will help solve it. Why are they uninterested? What is the cause of their weakness? Does their maladjustment stem from quirks in

their own character or personality? Is it reaction to school policies or their lack?

The administrator who is herself a leader can offset this difficulty somewhat by appointing these teachers to a specific committee or to act as adviser to some activity, or to work with her on some project of value to the school. She must take care, however, to do this in such a way that her motive will not be too obvious. The malcontent, conscious of her own deficiencies, is likely to be sensitive to "patronage"; thus the good-will gesture defeats its purpose. Nevertheless, participation is the ingredient needed to blend administrator-teacher relations and pays big dividends in useful ideas and improved *esprit de corps*. Do-it-through-others rather than do-it-yourself is the hallmark of executive action.

Reduce Changes in Personnel

A sense of belonging depends also upon tenure. Each individual should feel that, other things being equal, she will retain her association with the present institution as long as her services meet reasonable standards of adequacy. These standards and how well they are met should not be the judgment of one individual or even of a small group of administrative officers.

Changes in personnel are inevitable. Often they are advisable; less often are they necessary. One change necessitates others. But the yearly shuffling practiced in some religious communities seems to justify the definition of dismissal as "a subtle scheme to get rid of all instructors who do not see eye to eye with the institution's administrative heads." (Edwin O. Stene, professor of political science, University of Kansas: "Bases of Academic Tenure," *American Association of University Professors*, Autumn, 1955.)

During the term of one general superior, a tried and true religious had six different assignments. She was superior of the mother house for one year, principal of a small high school next year, instructor in a large high school the following year; then comptroller for a college, administrator of an orphanage, instructor in a junior high school. In a certain college approximately 50 per cent of the personnel was moved at one time.

Everyone should be given adequate opportunities to practice her art and to demonstrate her capacities. She is not given such opportunity if every year she is sent to another field for other work. No one can do effective work or develop a sense of belonging if she is constantly adjusting to new situations.

In well-managed communities foresight and planning on the part of assigners

LATENS DEITAS

Dear Infant Jesus, begotten divine,
Royalty sceptered from David's true
line.

Child-Prince and Master, Virgin-
conceived,
Sovereign-veiled Majesty, Magi-
believed.

God-Man, sole Maker, Mary's own
Son,
Joseph's blest treasure, heavenly
One.

Israel's Redeemer, Christ the
Anointed,
Filial Deity, Saviour appointed.

Wisdom Incarnate, Orient Light,
Immanuel Immortal, Truth, Good-
ness, Right.

Pre-figured Prophet, High Priest,
King
Grace-generate Fountain, life-giving
Spring.

Mount Sinai's Lawgiver, Teacher all
holy,
Ruler of nations, almighty, lowly.

Father-sent Promise, Humanity,
Lord,
Longed-for Messias, Divinity, Word.

Alpha, Omega, proclaimed from
above,
Heralded Peacebearer, undying Love.

Victim for Sacrifice, Oblation, Lamb,
Self-affirmed Essence, "I am who
am."

Sweet Babe of Bethlehem, ageless,
yet new,
Littleness hiding Infinity, too.

Changeless, endless Creator, art
Thou,
Omnipotent, timeless, eternal now!
— Sister M. Armella, S.S.J.

obviate some of this woeful mismanagement of talent. Before investing time and money preparing members for certain specialized work, major superiors first make sure that the investment is sound, and then carefully evaluate the dividends. They weigh the need of the project in terms of its value to the general cause, they objectively consider the qualities of those to be trained. Once the project is launched, it is poor policy to drop it after a few months because it is deemed "a luxury." Equally unwise is it to move these skilled workmen because an administrator dubs them "unethical." Edwin Stene (*op. cit.*) succinctly sums up the situation when he writes: "The preservation of a professional status and the maintenance of high stand-

ards of performance that a profession assures — these goals require a security of tenure that is not possible if administrators exercise arbitrary power to dismiss faculty members for light and impertinent causes or for a whim."

Professional Leadership

In co-operative planning the administrator shows up as a leader rather than a dictator. In this dominant role she does not regard her teachers as not-too-bright overgrown children whom she must rule but a professional group whom she is supposed to stimulate, guide, and inspire.

The administrator who answers all questions pertaining to school practices with an evasive "I don't know," "I'll find out," "I'll let you know" is neither stimulating nor inspiring but is criminally prudent. If students are disorderly and show no spirit of study, if school standards do not require real scholarship, it is the administrator's duty to try to correct the evils. Admitting their existence, yet blandly saying she has no solution, indicates that she has not profited from her courses in guidance and school management.

In the final analysis young people want to be disciplined. Of a certain principal whose laudable aim was to imitate the gentleness of Christ, students said, "She was awful nice, but she didn't know how to run a school. She was too easy and the kids took advantage of her." Of her successor, the same students said, "She sure clamped down on us. The kids are afraid to try any tricks with her. She's doing a lot for the school and most of us like her." There is a gentle firmness that is Christlike.

Giving sympathetic ear to teachers' problems does not mean solving them. No administrator can solve a teacher's classroom problems. Each teacher by her own personality and educative talent must earn her own quota of authority and prestige. The administrator can, however, be a powerful aid in solving or preventing problems. The policies she advocates, standards of discipline and scholarship which she maintains, as well as her reaction to defections from these ideals sound the key for the entire setup.

Principles of Discipline

An important characteristic of good schools is the nurturing and developing of discipline — the self-discipline of character formation. Spiritual, moral, and ethical values and principles must be instilled in the minds and hearts of our youth, not alone in the religion class, but through school standards and practices. Condoning insubordination, truancy, unexcused ab-

sence, copying, and cheating, is not laying a foundation for ethical behavior. Neither is it nurturing in the student the ability to think creatively, and evaluate constructively.

Passing students on to the next grade regardless of effort gives them a wrong set of values and eliminates a strong incentive for study. Hence, these laggards leave high school woefully lacking in the fundamental skills of writing, spelling, and composition. In after-school life only ability and achievement will compensate them and no one will worry about warping their personalities through failure or disappointment.

Current literature on school problems shows that many educators think too much tolerance is being shown for students who cannot or will not study. In fact, the situation is recognized as a national educational problem. It was the subject of sharp comment at the White House Conference on Education a year ago. Scathing books on "Why Johnny Can't Read," and magazine articles comparing American educa-

tional methods and school procedures with those of European schools do not reflect favorably on our educational standards. In short, the so-called progressive education, in which no student is ever disciplined and nobody ever fails is on the defensive now. That only a small minority study mathematics and science beyond minimum courses, is the clue to the present shortage of scholars in those fields. It also points to overemphasis on "life adjustment" courses and underemphasis on basic solids.

An Adequate Modern Curriculum

In general Catholic schools have insisted on languages, mathematics, and science. But the American way of life demands a prudent deviation from the strictly liberal arts program; technical and professional courses also are necessary. A compromise must be made. Departments in home economics, manual arts, music, and speech must be built up and maintained at a high level. Otherwise, our schools will not fulfill their avowed purpose of educating

the "whole man." Without these courses, the slogan, "Every Catholic child in a Catholic school," is vain. Students want these courses and will go where they can get them.

Alert administrators, supervisors, and others charged with the direction of education in their respective communities will be aware of these trends. They will respectfully advise major superiors and pastors of these trends and insist on their meeting them with trained personnel and physical equipment.

But buildings, equipment, and curriculum alone will never make a school successful. The contribution of co-workers, the feelings and ideas of the people, the group forces of both are still worthy of consideration. Frankness, honesty of opinion on the part of the subordinate, sympathetic open-mindedness on the part of the superior—these are the keystones of any co-operative enterprise. In education they are the binding force which smooth relations and make for better schools, for better teaching, and hence better learning.

Business Education in Diocesan High Schools

The following conclusions were derived from analysis of data secured through questionnaire returns from 210 diocesan high schools. "An Evaluation of Business Education Practices in Catholic Diocesan High Schools in the United States." Doctor's dissertation, School of Education, Fordham University, New York, N. Y., 1957, pp. vii + 237.

Diocesan high schools were organized in an attempt to approach the ideal of providing Catholic secondary education for every Catholic child. These schools serve the children of several parishes and have their funds or administration under diocesan control. Steadily increasing enrollments in Catholic high schools and the present enrollment of 55 per cent of the student body in business subjects indicate that business education occupies a significant place in the curriculum of diocesan high schools. From 1920 to 1955 the total enrollment in all Catholic secondary schools

Sister M. Louise, O.P.

St. Mary's High School
New Haven Conn.

increased 392 per cent, while the number of diocesan high schools showed an increase of 206 per cent. During the same period business education offerings in diocesan high schools increased 452 per cent.

This study was undertaken to ascertain present practices in business education in diocesan schools for the year 1954-55, and to evaluate those practices in accordance with criteria derived from professional literature. Questionnaire returns from 210 schools, representing a response of 78 per cent, constituted the sources of information for the study. Personal interviews were conducted in 52 of the surveyed schools.

Enrollments in the 210 diocesan high schools totaled 131,543 students, or 20.5

per cent of the total Catholic high school population of 639,607 for the year 1954-55. Of the 131,543 pupils, 55 per cent were enrolled in one or more business subjects. This percentage compared favorably with the 58 per cent of the total pupil enrollment in business subjects in public secondary schools. Percentages of total enrollment in business courses in diocesan schools were as follows: office training subjects, 77 per cent; merchandising subjects, 0.49 per cent; general or social business subjects, 14.1 per cent; and related fundamentals of business education, 8.41 per cent.

Findings indicated that, in general, business education practices in diocesan high schools conform to accepted standards as revealed by the literature in the areas studied:

The Curriculum

The content of general business courses includes development of economic efficiency and improvement of personal skills

in communication. Basic business courses, however, are available to *all* students in less than one half of the 210 schools. Vocational business education in practically all diocesan high schools prepares students for initial positions and also develops desirable personal traits whereby employees may make satisfactory adjustments to occupational changes. In most localities the demand for graduates of Catholic high schools exceeds the supply.

More than three fourths of the business subject offerings in diocesan high schools were in the area of office training subjects, and very few subjects were available in the area of general business or merchandising subjects. Since recent surveys have disclosed the fact that the largest groups of business workers are employed in selling and general office work and comparatively few in the bookkeeping and stenographic fields, the conclusion may be drawn that Catholic high schools should include additional merchandising and general business courses in their business curriculum.

Catholic business teachers generally are opposed to the use of selective processes in admitting students to vocational business subjects. This opinion is at variance with that of business education leaders. The conclusion is that students must possess certain aptitudes, interests, and abilities for vocational business training, and those not potentially trainable for business jobs should be denied entrance into vocational business classes. In most Catholic high schools, however, the business curriculum offers the only alternative at present to academic subjects. When diocesan high schools expand sufficiently to include multiple-type curricula, selective processes should be utilized in admitting students to vocational business education.

Business education in diocesan high schools reflects the philosophy of Catholic education with respect to providing for the temporal and spiritual needs of Catholic youth. General conformity with criteria gives evidence of an effort to integrate moral principles with business subjects and to furnish an up-to-date program of business education with provision for individual differences in abilities of pupils.

School-Community Relations

Respondents apparently realize the essential role of the business department in establishing desirable school-community relationships, since most of the business teachers utilize community resources available to the school, and Catholic business students further worth-while social action projects of the community. In some areas,

however, it appears that more extensive use of community resources would effect an improvement in the Catholic secondary school curriculum: (1) In determining courses of study in business education, it is evident that the schools do not make sufficient use of occupational analysis and follow-up studies of graduates, nor do school officials and community groups work together to any extent in curriculum planning and revision; (2) Making business department facilities available for adult education is a neglected area in most diocesan high schools; and (3) Only one third of the 210 schools conduct community surveys in order to determine the effectiveness of their instructional program. The conclusion is that the business education program in Catholic schools would be improved if considered in relation to the needs of the community.

Qualifications of Teachers

Business teachers in Catholic high schools possess general educational requirements plus a thorough mastery of knowledge, techniques, and skills in business subjects. The majority of Catholic business teachers, however, lack courses in business education on the college level, although many of them have had actual business experiences before entering religious congregations. Therefore, in-service courses in business education should be made available to teachers. Diocesan high schools, also, should make more adequate provision for professional reading of periodicals in the area of business education. The very small percentage of Catholic business teachers who hold membership in national, regional, or local associations leads to the conclusion that business teachers in Catholic high schools do not participate sufficiently in business education organizations or in community business projects.

Students in business classes are a representative cross section of the entire school population. Business students engage freely in all school activities. Co-curricular activities involving business techniques, however, are not provided for

business students in sufficient number to meet the interest manifested by students in such activities.

Methods, Materials, and Equipment

Since the vast majority of business teachers conformed to criteria for methodology, it may be concluded that they realize the importance of basing methods on sound psychological and sociological principles. In most schools, materials and equipment seem to be appropriate for instructional needs. Comments made by business teachers lead to the conclusion that Catholic educators realize the necessity for furnishing adequate facilities for the business department but insufficient funds limit expenditures for equipment.

Guidance, Placement, and Follow-up

The business department is an integral part of the guidance program in the majority of diocesan high schools. Selective processes based on exploratory courses and prognostic devices should be used more extensively in admitting students to vocational business classes. Placement practices provide for pupils and graduates, but not for dropouts. Since the whole idea of Catholic education is to provide for the temporal and spiritual needs of all Catholic youth, placement services should also include the dropout. Only a minority of the schools make follow-up studies of students or graduates. Studies of this type would help schools develop a flexible program of business education to reflect changes in job demands and changes in social and economic conditions. In the vast majority of diocesan schools, the prevailing balance between academic and business subjects does not allow for work-experience programs in the community during school hours. Respondents are of the opinion that an effective vocational business education program can be provided in the secondary school without supervised work experience, but that work experience should be inaugurated for students who need and who will benefit by such a program.

Suggestions for Further Research

Intensive studies of business education in Catholic secondary schools might be made on a national, regional, or state basis, in any of the following areas: (1) curriculum; (2) community business relations; (3) general and vocational business education; (4) personnel; (5) instructional methods, materials, and equipment; and (6) guidance, placement, and follow-up.



NCEA CONVENTION

Philadelphia, Pa.

April 8-11, 1958

"The Right to Educate — The Role of Parents, Church, State" will be the general theme of the annual Easter-Week convention of the National Catholic Educational Association.

The big convention, this year, will be under the patronage of Most Rev. John F. O'Hara, C.S.C., Archbishop of Philadelphia. The local general chair-

man will be Rt. Rev. Msgr. Edward M. Reilly, superintendent of archdiocesan schools at Philadelphia.

The opening Mass will be celebrated in the main auditorium of Convention Hall at 9:30 a.m., on Tuesday, April 8. The opening general meeting will follow the Mass — approximately 10:30 a.m. Formal opening of the exhibits will be at 2:30 p.m., April 8, in the grand exhibition hall. Department meetings will begin at 2:30 p.m.

For schedule of hotel rates and reservation blanks write to: NCEA

Housing Bureau, c/o Philadelphia Convention and Visitors Bureau, Juniper and Filbert Sts., Philadelphia 7, Pa. Special rates for Sisters have been scheduled at the John Bartram and Sylvania hotels. Sisters who wish to reserve hotel accommodations should ask for the special Sisters' blank when writing to the Housing Bureau.

A limited number of Sisters may obtain accommodations in convents and religious houses. For this special service address: NCEA Sisters' Housing Bureau, 310 North Nineteenth St., Philadelphia 3, Pa.

Terminology for High School Religion

There is urgent need for accurate, standard, teaching terminology in English for high school religion. The need is obvious to any teacher of high school religion. The problem arises from the fact that most of the basic terms in religion textbooks and in books about religion for the laity are technical, Latin terms which have been transliterated into English.

Latin Terminology and Theologians

Every intelligent teacher knows better than to tamper with technical expressions. Theology, like chemistry or physics, or any other exact science, needs standard technical terms. Theologians have worked hard for centuries to express Christian truths in precise Latin terms, definitions, formulas, meticulous distinctions, and proofs. Latin is especially apt for their purpose because it is a dead language and so, terms do not suffer change of meaning like everyday words in a living language.

Latin Terms and High School Religion

But Latin terminology, as we have it in English textbooks for high school religion, is unserviceable at this level. Religion is not like chemistry or physics which ordinary students may be expected to cram into the memory and then to forget. Religion is a discipline of the mind and the heart to prepare young Catholics for every-

Rev. Robert E. Southard

Diocese of Wichita

day life. They are expected to think about and to talk about what they are taught in religion class. They are expected, later as parents, to teach it in turn to their own children. Therefore, the Christian truths themselves — the ideas — in language that is easily understood, take precedence over the traditional Latinisms which express them.

What Happened to English Religious Terminology?

Religious concepts, even as simplified for high school consumption, will always include many expressions which are "technical." The words "sacrament, grace, baptism" are samples. Such technical expressions must be understood by mastering simple definitions.

The problem of teaching religious technical terms by definition is not what concerns me here. My question is this: Why have so many Latin terms been transliterated into English religious writings — instead of translated?

I have an idea that it is because of the hope that the truths in these words would be safeguarded by simply transferring Latin expressions into English. Things have not worked out that way. Truth is safe in Latin for those who are

schooled in Latin. For others it is simply locked up. Regardless of the percentage of Latin roots in English, we still have to consider Latin a foreign language. And so, if we want Latin words to be easily understood, we have to translate them.

Here is an example to show how meaning can even be lost by transliteration of Latin into English. The Latin word "manufactum" means "made by hand." The transliteration of "manufactum" in English is "manufactured." But "manufactured" no longer means "made by hand." In fact it strongly implies the opposite — made not by hand but by machine. This transliteration even reverses the original meaning.

The Problem

I suppose a careless teacher picks words at random — like peanuts from a sack. "Verbalism," the teaching of words without assurance that their meaning penetrates, is a blight and a curse in our profession. But a careful teacher is as finicky about words and meanings as any theologian ever was. Words are only the tags that identify ideas. Good teachers deal with ideas, not just with word tags.

Selecting a system of English terms to tag the true meaning of Latin theological terms accurately for high school students is no small task. To do it one needs to know theology — in Latin; and one needs to know the active thinking and speaking vocabulary of average high school students.

Still, the inestimable value of such terms to teachers recommends the work for co-operative effort. I say that everyone whose business is teaching should help at this because it is very important to have standard terminology in high school religion. Standardization of our terms means economy of effort and a minimum of confusion among the teachers and students in our many Catholic high schools.

Rules for Translating Latin Terms

Be accurate. This is the first rule for translating Latin theological terms into English intelligible to high school students. Here is an example. "Proximus" is ordinarily translated "neighbor" in the great Second Commandment . . . "Love thy neighbor . . ." Here the word "neighbor" is not as accurate as "fellow man." In everyday English "neighbor" refers to those who live next door and around the "neighborhood." It is certain that Christ our Lord in this Commandment meant to include not just the neighborhood but all men—even our enemies.

Second, use the active, conversational vocabulary of high school students. We want students to think and to speak about their religion. So, we must teach it in their thinking and speaking words; words easily understood and remembered. Here is an example: The expression "eight beatitudes" is more easily understood in English when translated "eight rules for happiness." "Happiness" is a conversational word. "Beatitude" is a Latin transliteration which is rare even in elegant English.

Third, where there is a choice, choose the terms which are better for teaching. Better teaching terms are those which are more easily explained or remembered than others. Here is an example: "Foretell" is a better teaching word than "predict." It is easier to explain, thus: "Christ our Lord foretold the destruction of Jerusalem, that is, He told of it before it happened."

Fourth, where a phrase is more accurate or better for teaching than a word, choose a phrase. For example: "Mortification" is better translated "self-discipline"; because the basic idea in the curbing of our appetites is not "mors"—"death"; but well-regulated growth—life.

Fifth, because teaching involves a lot of speaking and listening, use words which cannot easily be confused with other words when heard. For example: "Sensuality" is better translated "love of pleasure." "Sensuality" sounds too much like and is easily confused with "sexuality."

Sixth, pick the terms that have the least number of confusing secondary meanings. An example: Theologians distinguish

the physical "accidents" and "properties" of bread and wine which are really present after the consecration at Mass. Both these words in English are very confusing when associated with the Real Presence. A better word, to cover both, is "appearances." Some theologian might object that the appearances are only one of the physical accidents really present in the Eucharist. But appearances are the most impressive because they appeal to sight. What is more important, they are *really* and *truly* present, not by accident or accidentally—as the English word "accident" leads us to believe. A careful teacher will settle for the less inclusive term in this case, to avoid the confusion caused by the word "accidents."

No doubt one can be too finicky about such things and the foregoing rules are rather suggestions and directives. We are not going to find accurate, conversational teaching expressions in English for all our Latinisms. There are many technical expressions which defy translation. We have to control their meaning by intelligent definitions. Some such words are: "sacrament, sacramental, confession, substance, creation, contrition." By "intelligent definition" I mean something like this: "Creation is God's power, making all things with nothing for a start." This definition avoids the confusion we cause students when we tell them in proving the existence of God that "nothing comes from nothing"; and then we define creation as "making something *out of* nothing." The foregoing is also a better teaching definition, thus: "God made all things with nothing for a start; no stone, no wood, no metal, no air—nothing at all but the ideas in His mind and His immeasurable power."

Some Advantages in Latin Terms

The use of some esoteric terms in high school subjects does have advantages of a kind. Such terms lend intellectual dignity to subject matter and afford a feeling of supermastery to the students who understand them. But students must be made to realize that these terms require special explanation in any discussion of the matter with the uninitiated.

Technical Terms in College

Here I have treated this problem of terminology exclusively as it occurs on the high school level. I would agree that bright college students can gain insight and depth of religious understanding by mastering many technical Latinisms and multiple distinctions. But high school is not college. Most young Catholics do not go on to college. In fact more than 30 per cent

who start high school do not finish.¹ So, it is in high school that teachers of religion get their last chance for formal instruction of most young Catholics. Here, then, we must surrender college techniques, if we hope to plant truths in young minds which, at this stage of development, are scornfully impatient of words, words, words.

Any college religion teacher knows that many, many Catholic students come to college from Catholic schools ignorant of what they should have mastered in high school. As a result, valuable time must be sacrificed in remedial instruction before college material can be handled.

Any high school teacher of religion knows that many, many students come to high school, even from Catholic grade schools, uncertain of material which they should have mastered in the grades. As a result, time must be sacrificed in remedial instruction before high school matter can be handled.

Here is a realistic view of the situation as we have it. High school is our critical area for formal religious instruction. In high school we develop and consolidate matter learned in the grades. Here we instruct for college and for everyday adult living. The extensive demands on our time and our energies forbid us to wrestle with religious terminology which is unmanageable at the high school level.

Notes on Related Material

1. Rudolf Flesch in *The Art of Plain Talk*, Harper, treats brilliantly of the problem of speech as a vehicle of ideas.

2. F. J. Sheed in *Are We Really Teaching Religion*, Sheed and Ward, treats the problem under the general aspect of understanding religious truths.

3. Father Wm. Cogan in *A Catechism for Adults*, Farrell, Chicago, states: "The use of theological terms and anglicized Latin words has been avoided as much as possible." The Catechism is widely used for convert classes. A reviewer in the *American Ecclesiastical Review*, Vol. 131, p. 426, calls Father Cogan's Catechism "a step in the right direction."

4. In the *Catholic Educator*, Vol. 14, p. 350, Monsignor Quigley condemns the mere memorization of formulas without meaning.

5. In the *Catholic School Journal*, Vol. 54, p. 110, Doctor Fitzpatrick speaks of "facing the issues, not the terminology." This statement relates to philosophy.

¹Catholic Educational Review, Vol. 53, p. 481; also Vol. 52, p. 407.

RELIGION IN ACTION

Purcell High School, at Cincinnati, Ohio, is giving a grade on report cards for religion "lab" as well as for recitations in religion. The "lab" mark is entitled "Catholic Activity Participation." It will give credit for such activities as participating in a Holy Name rally, a parish sodality, or other school and parish spiritual activities.

Follow-up Services in Guidance

Guidance is a continuous process. Throughout their school life, it is assumed that individual students will be assisted in the discovery, analysis, and solution of problems by means of various techniques of guidance. They are guided in order to recognize their particular problems, face them realistically, gather pertinent facts, analyze the contributing factors, and make reasoned judgments in their solution.

The work of guidance is not necessarily a completed job the moment the graduates or school leavers step outside the school for the last time as students. In the effective operation of the secondary school guidance program, the follow-up aspect of the program is vitally important. If we accept the fact that guidance is imperative for high school graduates, we must assume, also, that it is equally necessary for pupils who leave school before graduation.

Former Students Need Guidance

This is especially true for those students who are forced to leave because of economic problems or drop out because of lack of interest. Surveys concerning the conditions and attitudes of these school leavers substantiate our general belief that while a good number leave school before graduation for economic reasons, others quit because of lack of interest, disciplinary trouble, difficulty with subject matter, and other reasons, including a feeling of completion, poor health, marital plans, and many others. It is, above all, for the sake of the school leavers that a follow-up to the school's guidance program is vitally necessary.

It sometimes happens that the graduates and leavers quite often have a depressing sense of being alone, a bewildering feeling of being on their own before they are ready. They have a feeling of uncertainty, an inability to cope with new situations unless they can obtain adequate guidance. Industry has not accepted the extension of the guidance service of the school in the performance of post-school guidance, and therefore, the school's guidance program can be truly effective only if it carries over into post-school life. In reality, guidance will be beneficial only if it in-

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cludes a practical follow-up program. It is not enough to set individuals on the right path while they are in school: it is important to see that they stay on it and do not wander because of failures, misfortunes, or mistakes. The school has a responsibility for maintaining its relationship with individual students until some normal adjustments have been made to the world in which they live.

Interest in Former Students

Guidance in the physical, moral, mental, social, emotional, and vocational problems of people cannot cease when they reach a certain age or attain a certain level in education. These needs are just as real and important on the adult level. The church, the home, industry, and higher education all help in orienting people to their new status of life, but there are many ways in which the school can also help them make this adjustment. The school knows, or should know, the students—their talents, ambitions, and aptitudes for work or student life. It is probably better equipped to aid and guide former students in a follow-up program than any other agency.

The average graduates or leavers adjust themselves as best they can to post-school life. But the chief force directing their energies and capabilities is frequently the opportunism of an available job without regard for the necessary concomitant interests, aptitudes, or abilities. The novelty of this new situation may blind them to the avenues open to them for a more worthwhile utilization of talents and satisfaction of their deep-rooted interests.

In this situation, the secondary school in particular, can definitely make itself available to graduates or leavers as an agency to which they may turn for guidance. They should be able to find in the school someone to counsel them in their

new problems, for the critical and really important facets of life and living in which they alone must make decisions are usually not encountered until they graduate or leave school. It then follows that the school must learn the reaction of former pupils to the guidance services of the school by means of a follow-up study.

The Follow-Up Study

In a follow-up study there are three main values: (1) to the graduate or leaver, (2) to the guidance program and curriculum of the school, and (3) to the present students who will eventually follow in the footsteps of the graduate or leaver.

A good deal has been written about these three values, but perhaps we may briefly consider the latter. Problems of graduates and leavers will generally be the problems that present students will have to face in the immediate future. Knowledge of some of the challenges confronting these young people will be helpful to the students presently enrolled in school. Necessary adjustments being made by those now out of school are indicative of possible weaknesses in the guidance program as well as affording a means of assisting them to make adjustments in critical situations. A follow-up study will help the school to realize the weaknesses and the strong points of its curriculum and guidance program. Above all, it will be a source of vital information for proper and effective guidance, counseling, and preparation of present students.

Frequently the school can improve the position of those out of school by enabling them to move to jobs better suited to their abilities by opening avenues for re-training for more advantageous types of work, or by informing them of trends in the industrial picture which will mean a demand for different kinds of work. The experiences of the graduate and leaver can be effective examples for present students.

The Questionnaire

The use of the information blank or questionnaire is the chief method of obtaining information in a follow-up pro-

gram. This consists of a questionnaire sent to graduates and leavers to determine what type of work they are doing, whether they are satisfied with their work, whether their high school training was beneficial to them, whether they might suggest possible additions to or revisions in the school curriculum that would prove beneficial to present students and future graduates.

For college students, it will include questions on the adequacy of the high school curriculum, on academic achievements, on activity participation and achievement, and on their present decision concerning their vocational choices. The questionnaire

should be specific enough to include former students now working, homemakers, and college students, and general enough for those who left school before graduation.

Students should be conditioned and motivated regarding the follow-up questionnaire while they are still in school. The most effective time for this preparation is during their senior year, although all years in the high school should be devoted to a program of continuing public relations. Students should be impressed with the necessity of fidelity and frankness in answering questionnaires sent to them by the school. They should be taught to realize

the importance of co-operation for future guidance for themselves, for the good of the school curriculum and guidance program, and for the benefit of other students who will follow them.

Follow-up studies seem most effective when based on the one-three-five-year plan because under normal conditions, they will see the graduates or leavers through their most critical adjustment periods.

Material for the follow-up study can be gathered, principally, from three sources: (1) the graduate or school leaver, (2) from colleges or other institutions of higher learning, and (3) from places of work.

Rural Living and Rural Teaching

We believe, with Dr. Sacco, that agriculture's greatest need is still the training of a generation of farmers that will look upon farming not as a big business but as a way of life; men who appreciate fully their responsibility to family, church, and nation; men who will till the soil with reverence and safeguard its riches for their children; men enjoying and realizing the wonders of ownership yet devoid of the overpowering desire to accumulate more and more land.

Government has done a great deal for the material development of agriculture—establishing laboratories, experiment stations, colleges for agriculture, extension service, etc. It has trained ice-cream and cheese manufacturers, landscape architects, fertilizer salesmen, and other agricultural specialists, but it has overlooked the *farmer himself!* Overlooking the Christian concept of land stewardship, it found itself spending billions on soil conservation; greater production and efficiency were developed and a technique for corporation or commercial farming. The sacredness of the farmer's calling rests on something more substantial than such external things, says Archbishop A. J. Muench. He is a collaborator with God in continuing the work of His creation. In partnership with God he becomes to men a provider of the food, fiber, and shelter they need. His calling is among the noblest in the world. He is a free man as he strides through his fields following a plow, or sowing his seed, or harvesting his crop. There can be culture

Catholic Rural Life Committee Diocese of Toledo

without all the comfort, beauty without luxury, science without worship of matter.

Much knowledge and skill are required to manage a farmstead with its land and fences, barns and granaries, tools and machinery. Farming is an art. The farmer must be an artist and a craftsman, a capitalist, financier, a manager and a worker, a producer and a seller. He must know soil, seed, poultry, cattle. He must know when to till the soil, cultivate his fields, and harvest his crops. He must know how to combine and utilize his capital and labor. He must know markets—when to buy and when to sell. What a combination of knowledge, skill, and experience! In the presence of his Lord the farmer should recall all this, not in vain glory or pride, but in grateful appreciation of the calling that God gave him as a tiller of the soil. He will give praise to the Lord for having called him to be the custodian and manager of the riches of His nature.

In the act of creation God gave man the earth for his cultivation as the most beautiful and honorable occupation in the natural order.

Teacher Must Be Rural Minded

The philosophy of Christian rural living can be taught through all the school sub-

jects if the teacher is thoroughly convinced of the value of life on the land and imbued with an appreciation of the sublimity of the vocation of the farmer. St. Thomas placed this latter vocation on a par with that of doctors and teachers because farmers as well as doctors or teachers work with living matter. How can the teacher implant this truly Christian philosophy in her charges?

An important factor, which we must take for granted here, is that the teacher herself be in love with her subject. "One cannot give what one does not have" is an old and perhaps trite, but, nonetheless, true axiom. This love comes through knowledge and through the willingness to learn. Great technical knowledge, however, is unnecessary in the elementary grades, where appreciation is the main objective.

The study of soil is an easy starting place to teach youth the importance of rural life and to instill in them an appreciation of rural living, recalling that "the earth is the Lord's and the fullness thereof" (Ps. 23:1). The teacher may try challenging the children, even in the lower grades, to name some article man uses that does not come from the soil. A reverence for God's great gift to man results when the children realize that everything they use or see has its origin in the earth. An entire unit in religion and science will not be long enough to satisfy the children's curiosity once their interest has been aroused. Gratitude to God and awe at the inventiveness of man will invariably result.

Related projects in art, English composition, geography, and history will almost spontaneously develop. The ingenuity of the thoroughly interested teacher will lead her to projects that will teach the children conservation of the soil. The children can investigate civilizations that have been lost through man's careless use of this treasure. Extension agents, USDA pamphlets, and Missionary Order literature will help them see how true, even in our own land, is the legend, "as the land, so the people." The children can be encouraged or led to form their own little "Friends of the Land" club.

Using these means, and many more that will suggest themselves, the teacher can feel secure that she is doing her part to preserve the spiritual and physical welfare of the country. Soil becomes like the people who care for it. Every teacher has the privilege of leaving her mark on the soil of the community in which she teaches. By developing a citizenry conscious of its moral obligation of conserving the soil, she has helped to build a people who reverence the land which in turn will reward its stewards with all that God has intended it should produce.

Teach Reverence for God's Gifts

In many ways the children in our schools can be impressed with the beauty and happiness of rural family living.

The feast of St. Isadore offers one opportunity. In simple language the little children learn the story of his simple, happy life. In preparation for his feast they take part in a novena to this saint and then they see the priest bless the seeds on St. Isadore's feast day. We try to show them how God's blessing is needed to make these seeds grow. Later in the spring the children participate in Rogation Day ceremonies, where again God's blessing is asked on the crops. The story of the Rogation Days can be told to the children and how God came to the assistance of the people in the time of great need. The fall of the year with its harvest time brings Thanks-



—Sister M. David, O.P.

giving Day when the children are taught proper appreciation for the benefits of God.

The ordinary school day presents many occasions for fostering a love for rural family living. In the religion and nature study period the children can be made to realize that God gives the sun and rain that the soil may bring forth fruits and crops aided by man's labor and God's grace. Children must be taught to recognize the nobility of the farmer because he collaborates with God in the work of His creation. In partnership with God he becomes to men a provider of the food, fiber, and shelter they need. Music and songs revolving around rural living will help develop a love for this type of life. These community songs add much zest and merriment at community festivals. Art, especially the making of crafts in the school and home will do much for fostering happy, rural family life. The idea of making things, often from discarded arti-

cles, can be taught to the very young. While the results may not be elaborate, nevertheless the young learn to appreciate the effort of their own hands at making something. The nobility of honest labor can well be taught in this connection. Women can learn many of these crafts which will in turn develop a family spirit and a community spirit as groups get together and work on community projects. Activities such as rug making, weaving, wood carving, sculpturing by groups in a community lead to an appreciation of the gifts of God in nature and to a love for rural family life.

These are some of the ideals and programs we are, in a humble way, trying to develop in our rural living and rural schools. But the sooner it is recognized, writes Archbishop A. J. Muench, that agriculture and industry form an economic whole, with varied implications of moral, social, and political character, the better it will be for the well-being of the nation.



Forming a Student Patrol

We organized a student patrol in one of our elementary schools to build Christian character through courtesy, self-control, and respect and consideration for others. We felt that through patience and practice we would develop responsibility in our students, and they would discharge that responsibility through co-operation and leadership. As members of an organized group, they could work for the common good and develop the abilities necessary for Christian social living now as well as fit themselves for good citizenship in later life.

The object of the student patrol in a school is twofold: It provides for order without regimentation and is an excellent opportunity to develop the civic spirit of co-operation in the children. To organize, we held an assembly, the moderator presiding and the principal and assistant priest present. The children were guided to list regulations themselves, for we felt that if they drew up these regulations they would more readily respect them. Obviously rules will vary from school to school; however our children suggested these:

1. Swinging on the chains or railings, playing in the alley or parking lot can be very dangerous— avoid them.

2. It is a hazard for all concerned to ride bicycles in the playground area or on the sidewalk. Park your bicycles in the racks on the parking lot.

3. The school playground should be a source of pride for all of us. Try to remember to put wastepaper in the proper places.

When the regulations were drawn up we elected patrol officers, the number depending on the places to be patrolled. From the candidates selected by a student nominating committee, the children elected a captain, co-captain, and an even number of patrol officers and their alternates. This allowed for a substitute when necessary and also permitted two groups to work on alternate weeks.

After the patrol was elected, we held an induction ceremony, the assistant pastor presiding. The belts were presented to the patrol officers and the following pledge of induction administered:

I pledge myself to the service of my fellow students as a student patrol officer.

**Sister Marie Anne
Therese, R.S.M.**

Mt. Mercy College
Cedar Rapids, Iowa

I will endeavor through the practice of courtesy, self-control, respect, and consideration for others to accept the responsibilities of my office and discharge them through co-operation and leadership. I will remember that it is only through the observance of Christian principles that I can expect to fulfill the obligations placed upon me as a member of the student patrol.

We found of vital importance the talks given at the induction ceremony by the principal and the pastor, stressing the value of such an organization in the school. After this ceremony, the patrol was ready to go on duty in the halls and on the playground. The student patrol released many teachers for more important duties in the school. However, this program did not eliminate the need for some teacher supervision; there should be one teacher on the grounds during all play periods, since no child can be expected to handle serious emergencies.

Our student patrol held monthly meetings presided over by the patrol captain. These gave the entire faculty, patrol officers, and representatives from the various grades an opportunity to discuss problems and their solutions. A report was posted in all classrooms and on hall bulletin boards, summarizing the decisions of the meetings.

Just what was the authority of the student patrol? Our student patrol officer on duty made no corrections. He took the offender to the moderator, who discussed the offense and reprimanded as she judged fit. The noon hour we found to be a good time for detention. In order that no offender who had been scheduled for noon detention be forgotten, a responsible child saw that slips went to the rooms of the offenders before noon, reminding the teacher that those children were to report to the moderator for part of the noon period. The work which was done during detention was sent back, signed by the

moderator or her child assistant, to the teacher of each offender stressing the complete co-operation between faculty and patrol.

The time for detention would be optional, of course, since schools differ in policies; for some, a 30-minute period after school would be more convenient.

To give patrol members a sign of their office and further prestige, student patrol belts made in school colors of Indianhead material were worn. The belts were made in one long strip, at least two yards long and four inches wide finished, long enough to be crossed over the right shoulder and wrapped around the waist. The words "Student Patrol" lettered across the front proved very effective. This lettering can be done at any local knitting mill quite inexpensively. The belts resemble the Sam Browne belts worn by traffic patrol officers in many schools. Some schools may elect to use some other insignia as a badge of identification for their patrol. One must be sure, however, that the badge should be large enough to make the identity of the patrol officer unmistakable.

Did the patrol work in our school? Indeed it did, immediately in that it solved problems of student order in and around the school, thus freeing the teachers for other duties; and ultimately in that it helped form ideals of good citizenship in the students.

Maria Immaculata

**The Lourdes Pilgrim Hymn
translated into Latin for
use in church**

LOURDES PILGRIM HYMN

2.

**O Mater et Virgo immaculata,
Loquendo de te ardent praecordia.**

3.

**Infunde in nos amorem sincerum,
Aquam precum verte in carum
merum.**

4.

**Maria, quam alma amantibus tel
Maria, quam dulcis sonantibus tel**



Mark Edwards, S.M.

LOURDES PILGRIM HYMN

Arr. JENO DONATH

ORGAN or PIANO

Andante

Sop. Alto Tenor Bass

1. Ma - ri - a, de - co - ra, im - ma - cu - la - ta, No - men tu - um dul - ce in - cen - dit cor - da.

Chorus

A - ve, A - ve, A - ve Ma - ri - a.

mf A - ve, A - ve, A - ve Ma - ri - a.

1. 2. 3. 4.

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NO GRACE!

A very interesting, if sad, commentary on contemporary American life is the reaction in Edgewater Park, New Jersey, to the 350 children who come from a distance to the public school and who say grace before going to the cafeteria for lunch. A protest was made and the practice of many years was stopped. A petition against the protest was signed by 603 persons. The practice was resumed.

The school board then asked the attorney general of the State of New Jersey for his opinion. Here it is:

"Grace invokes the divine blessing before a meal. As a religious exercise, it is barred in the public schools of this state. There can be no legal or constitutional objection, however, to the reading of passages from the Old Testament or the repeating of the Lord's

Prayer immediately prior to the noon meal."

There is an interesting legal background to this situation. New Jersey law requires the reading of at least five verses of the Old Testament at the opening of the schoolday, without comment. The state supreme court has ruled that the Lord's Prayer and the Old Testament are non-sectarian.

And the attorney general also held "that an interval of silence understood by the children to be for grace would be a religious exercise and therefore illegal. He said the silence period could be observed without any understanding grace was to be repeated by the children to themselves."

And Mrs. Mildred Magowan, the supervising principal of the schools, and in whose honor one of the schools was named after 29 years of service as teacher and principal, knowingly and sagely remarks:

"I would say 98 per cent of our people are in favor of their children's saying grace. Our legislators have incorporated 'One Nation under God' in the salute to the flag, but apparently we cannot mention God in a prayer."

—E. A. F.

HONORARY DEGREES, THEIR USE AND ABUSE

Honorary Degrees Editorial No. 3

Back in 1943, an interesting study was made by Stephen Edward Epler of "Honorary Degrees, Their Use and Abuse" and it throws some interesting light on the practice. If it were possible or practicable, the best advice as a result of the study was that the practice of granting honorary degrees should be stopped.

WHY INDIVIDUALS WANT HONORARY DEGREES

The inquiry aimed to discover why individuals wanted honorary degrees. Some wanted their work recognized as outstanding by a university, which of course does not necessarily follow. Some wanted to cover up lack of academic background, or wanted to use the title which the degree conferred. Some wanted to keep up with their colleagues who had received a degree in the spirit of keeping up with the Joneses, others felt it would facilitate their promotion. Some wanted it definitely for propaganda purposes, to make a speech about

CHRISTMAS GREETINGS

May every good and perfect gift be yours today, tomorrow, and forever.

May you, like the Christ Child, grow in wisdom, in spirit, and in years.

May Christmas be to you a new birth in your spiritual life in innocence, in social compassion, in charity, and in a renewed spirit to be more devotedly about His and your Father's business.

—E. A. F.

the cause on an important occasion and get publicity.

WHY INSTITUTIONS GIVE HONORARY DEGREES

The reasons the colleges gave honorary degrees were also mixed from the unsolicited recognition of worthy academic achievement to a whole series of less worthy motives. Some of these were: (1) recognition of friends of the institution and influential persons; (2) rewarding or anticipating gifts to the institutions; (3) help alumni advance professionally; (4) stop the annoyance of persistent individuals carrying on a campaign; (5) gain publicity and to secure a popular speaker for the commencement or bring a prominent person to the campus. An interesting additional reason noted was to reciprocate or promote reciprocity so that other institutions would give our "president or trustees, or faculty members honorary degrees."

RECOMMENDATIONS

Believing that it was not possible to secure the abolition of honorary degrees it was recommended:

1. That degrees be given only to distinguished scholars.
2. Recommendations should be made by faculty and acted upon by the board of trustees or regents.
3. Select candidates a year in advance.
4. Give no degree to members of the institution.
5. Honorary degrees should never have the same title as any earned degrees.
6. Accrediting associations should approve (not practical or desirable).

Such is a view of an educational practice that should be characterized by high appreciation of scholars served by disinterestedness, and by courage — but — ? — E. A. F.

Teaching With Television

When the Washington County (Maryland) board of education decided to establish a closed-circuit television project within the county school system, a great many of the faculty who had been teaching for years without TV were a bit concerned. Were they going to become monitors? Or baby sitters? How would television affect their day-to-day work? It was obvious that only a few teachers would be selected to do the television instruction. How would this affect relationships among the faculty? And most important, would television be an effective arm of the teaching process? Would pupils learn by watching TV? These were important questions to all concerned in the Hagerstown project in the fall of 1956. More than that, they were important to teachers, administrators, and pioneers in educational television throughout the country.

Interested in all aspects of television for education, the Educational Television and Radio Center (Ann Arbor, Mich.) has called upon a classroom teacher in Hagerstown to report on the project firsthand. The Center asked Miss Jean Moser, a veteran teacher of social studies in the Hagerstown Schools, to describe the project and its effects on the work of the classroom teacher. Following is Miss Moser's report.

As a result of the discussions, the members of the workshop found that they were actually re-evaluating their ideas about education and the learning process. Television was viewed as a means to an end with the plans for the educational aspects of the program taking first place. Television thus became a vehicle for looking anew at educational problems, procedures, methods, theories, and techniques. The learning process was analyzed in detail and the various items involved were listed.

This analysis led to the idea of organizing a teaching team with the television teacher responsible for the items that television can do best, and a classroom teacher caring for those which seem to be better handled by direct contact with pupils. These functions of the classroom teacher were listed as:

1. to handle classroom discussion;
2. care for individual differences in pupils;

Jean Moser

A report prepared for the Educational Television and Radio Center, 2320 Washtenaw Ave., Ann Arbor, Mich.

3. clear up immediate misunderstandings;
4. supervise needed drill and problem solving;
5. provide for culminating activities;
6. direct and supervise the activities growing out of the lesson;
7. provide remedial teaching;
8. help the pupil establish relationships between things learned and his daily activities;
9. provide opportunities for pupils to exercise critical judgments;
10. interpret the testing program;
11. give attention to the establishment of desirable habits and traits.

As you can readily see, the classroom teacher has not become a monitor or baby sitter as some critics have asserted.

Those functions best carried on by the television teacher were listed as:

1. to motivate and stimulate interest;
2. to inform;
3. to demonstrate;
4. to show application;
5. to enrich backgrounds;
6. to raise questions;
7. to provide common experiences;
8. suggest activities;
9. and to challenge pupils to assume more responsibility for their own learning.

In other words, the television teacher introduces and presents the new lesson while the classroom teacher reviews, "clinches" the factual material, and makes the assignment. These steps are all integral parts of a regular lesson plan.

Outlines of the general framework of the lessons were developed for each instructional area to be included in the television program. Classroom and television teachers worked together in preparing guide materials to be used in their joint handling of the lessons. This material has been expanded at the team meetings during the year in keeping with pupil interest and the revisions suggested by teachers.

A "feed back" sheet for the classroom

teacher to use in evaluating the television lesson was prepared and distributed.

What Was Taught

In the first phase of the project, members of the regular teaching staff use television for direct instruction in the following areas: advanced English, general senior English, eleventh grade United States history, sophomore plane geometry, ninth grade general science, sixth grade science, fifth grade arithmetic, fourth grade social studies, music for grades 4, 5, and 6, art in grades 1-6, reading experiences in grades 1 and 2, number experiences in grades 2 and 3.

The closed-circuit cable links the following schools: North and South Hagerstown high schools, Antietam, Broadway, Howard Street, Pangborn Boulevard, and Surrey elementary schools, The Washington School, the Washington County Museum of Fine Arts, and the Washington County Free Library. During the next two years, the circuit will be extended to include all 48 schools in the county.

Conducting the Lessons

Now, may I turn to the actual classroom phase of this experiment. We are very proud of the fact that we are the pioneers in the use of a new technique for the improvement of education both here and around the world.

Our U. S. history classes, as part of the experiment, vary in size from 45 to 74 students. To a great extent these are arranged homogeneously—that is, there is a very narrow range between the pupils on the low end of the scale in ability and the one on the high point of the scale in that particular class. This fact contributes a great deal toward the solving of the problem of individual differences.

The instructional techniques and materials used are aimed at the average student and the classroom teacher tries by the assignment of special activities to supplement the TV instruction on each learning level. For better class management, we have organized our classes into groups—there are four groups in the 74 pupil class. Each group is seated before a TV set and has a chairman-recorder and an engineer. These assistants were elected by the pupils within a specific group. The chairman-recorder handles vari-

ous clerical chores, records the attendance, distributes and collects materials, and conducts the affairs of the group; the engineer adjusts the TV set before, during, and at the end of the TV lesson.

An accurate seating chart is used to a great advantage by both the chairman and the classroom teacher. At the beginning of the class period, during what we term "the warm-up" period, the chairman checks the attendance while the classroom teacher conducts a review discussion and introduces the study guide.

We have selected history texts which are written on the reading level of the classes in which they are used and are organized around the unit plan being used by the TV teachers. At present, we are assembling classroom libraries from which supplemental materials may be used on demand during the follow-up period.

Things We Have Learned

We have had the following observations on TV instruction that:

1. The interest span on the part of the average student is 30 minutes and that any TV instruction which goes beyond that time limit is lost.

2. The television screen gives the teacher direct control of the attention of the pupil. It provides an effective fixation point for group instruction.

3. Visuals help explain the ideas of lessons. Use of three dimensional visuals to illustrate such concepts as mercantilism, election platforms, foundations of the Federal Government, land systems, and the growth of tariffs have had excellent results.

4. The television camera can greatly magnify a map, picture, graph, chart, or any small part of an area to be shown. In this way, every seat in the classroom becomes a front row seat.

5. The TV teacher looks at the camera

and immediately is looking straight into the eyes of each pupil who is watching. This seems to be a psychological effect that causes the pupil to give close attention to what is happening.

6. Interviewing citizens of the community who are engaged in representative occupations or professions is worthwhile.

7. Constructing charts and models with movable parts helps to explain the ideas being presented.

8. Originating a "capsule classroom" of a few representative pupils for a class discussion project maintains the interest of the entire class.

9. Enrichment programs emphasizing art, architecture, literature, and music of a particular era have great interest and instructional value.

We Must Teach Listening

We in the classroom are trying to teach listening, observation, notetaking, discussion and study skills. We have found it most difficult to counteract home-developed TV listening habits of some pupils. The pupil who is able to sit in an easy chair, eat popcorn, read a comic book, and listen to family gossip and the TV program all at the same time, needs a great deal of help. He is, to all outward appearances, listening and observing the TV lesson; but when asked to contribute to the class follow-up discussion, he is found to be completely unprepared. We are hoping to correct this pattern on the part of these pupils by providing for each student a daily study guide sheet to be followed while watching the TV lesson and to be filled in with notes taken during the lesson.

We use this follow-up period to clear up immediate misunderstandings, provide remedial teaching, clinch the principal concepts developed in the lesson by techniques of summarization and group discussion.

A Challenge to the Teacher

We do not believe that the classroom teacher has been replaced by a monitor —we are convinced that the classroom teacher part of the team must be better qualified, and a more forceful teacher than was required in the traditional setting. He or she must be thoroughly grounded in the subject field, in child psychology, and teaching techniques. It takes as long if not longer to plan a good lesson for the classroom part of the period as it did under the usual pattern.

Critics have suggested that a dynamic, experienced classroom teacher might be expected to suffer frustration in accepting a co-operative partnership role rather than a dominant one within a classroom. We believe that this possibility has been eliminated by the previously described team concept.

We are as we experiment from day to day improving both TV and classroom instructional techniques and methods of classroom management. These class periods are planned to stimulate the interest and thinking of each pupil and to emphasize consideration for the other pupils within the group. We are convinced that in using the TV teacher-classroom teacher team, we are providing better instruction in the subject matter fields than we provided by the traditional methods.

If he is to succeed, it is still true that a pupil in a TV class as in a traditional one must prepare his daily assignments, must do a reasonable amount of supplementary reading, and must demonstrate achievement and intellectual growth. An interesting informative lesson under our pioneer TV project has the same pertinent characteristics as it had under the traditional plan. Good teaching is always good teaching—an enthusiastic, well prepared, and well-informed teacher team is still the answer to any educational problem.



The Prince of Peace

— G. C. Harmon

Grouping Pupils for Reading

Information on grouping in the teaching of reading is sought very frequently by teachers of all types of schools and educational levels. For some reason or other, the numerous scholarly articles and sound experimental studies on the teaching of reading do not seem to reach the majority of elementary school teachers. Need we be surprised, then, why the wasteful procedure of having the entire class "recite a reading lesson" from one basic textbook is still in vogue in many of our schools?

Grouping First-Grade Pupils

Schools with more than one first-grade room should place the mature beginners in one room and the less mature in the other. How shall we know who is mature and who is not? In the absence of better criteria, chronological age expressed in years, months, and days is as good as any measure of maturity at the time of school entrance. More often than not, chronological age of school beginners does indicate the degree of mental, physical, social, and emotional maturity of average children of that age. For more accurate information on children's readiness for reading, standardized tests are recommended.

The scores on group intelligence tests, such as the Detroit Beginning Intelligence Test, the Kuhlmann Finch Test, or the California Test of Mental Maturity may be used as a basis for sectioning beginners in reading. Of course, teachers should know that it is very difficult to get accurate results from intelligence tests on very young children. As you may have observed, the scores are too high in many cases. But what of that! High scores, after all, are indicative of mental ability. Low scores, on the other hand, may not be reliable because many children are timid and socially and emotionally insecure at the beginning of their school career. Often times, too, we find parents objecting to grouping children on the basis of intelligence tests. They disapprove the labeling of their darlings by the school as mentally slow or below average.

Numerous studies have shown that first-grade group intelligence tests do not tap all the factors contributing to success in reading. Reading readiness tests seem to meas-

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ure more adequately than intelligence tests the ability to profit from reading instruction in the near future. A number of well-standardized reading readiness tests are here recommended: the Betts Reading Readiness Test, the Van Wagenen Reading Readiness Test, the Metropolitan Readiness Test, the Gates Reading Readiness Test, and the Lee-Clark Reading Readiness Test. We must remind our readers that readiness tests do not forecast ultimate achievement in reading; intelligence tests serve that purpose better than reading readiness tests.

When interpreting test results, teachers must be aware of the fact that group tests are standardized on groups and, therefore, give group information mainly; they do not furnish reliable information about individual children. They certainly fail to point out causes of lack of success in learning, personality factors, motivation, and influence of extraneous circumstances. We have profound respect for standardized tests; yet there seems to be no substitute to date for the conscious day-by-day observance and study of the child's behavior in learning situations by the classroom teacher. Very quickly the first-grade teacher will recognize that some children succeed in the first steps of learning to read and that others do not. Presently she starts to group her boys and girls according to their degree of reading readiness.

An interview at this time with the child's parents should prove very helpful. It may reveal some very important information concerning the child's development during infancy and early childhood. If a child was unusually late in beginning to talk, the teacher may expect a similar slow growth in the mastery of reading skills.

Grouping in Second- or Third-Grade Classes

The grouping of pupils in grades two and three for the purpose of instruction

in reading must be based upon correct information about each pupil's ability in silent and oral reading and his mastery of specific reading skills: phonetics, structural analysis, context clues, correct eye movements, and others. This information may be gained by the study of the child's performance on standardized reading tests, such as the Metropolitan or Stanford Reading Test, the Gates Survey Test in Reading, the Gray or Gilmore Oral Reading Test, and, last but not least, by the teacher's observation and study of the child's reading behavior. By listening frequently to each pupil reading aloud, and by observing each child as he reads silently, an alert teacher will be able to assemble sufficient information to form three or four reading groups. Second- and third-grade teachers are then faced with the serious problems of providing reading material suitable to the achievement level and interests of each group and of learning the art of planning and managing the concurrent activities of all groups.

In many elementary schools, slow-learning children follow their bright classmates through the same basic reader but at a slower pace. We have observed frequently the effects of this procedure on the lower groups: lack of interest and "reciting by heart" the stories they have heard over and over again from their more fortunate classmates. Teachers must use their ingenuity to prevent these undesirable results.

Before leaving the discussion of grouping in the primary grades, we wish to remind teachers that all grouping is only tentative. We would suggest to divide classes at the beginning of the year into two sections only: a small upper group and a large lower group. By observing this practice, transfers from one group to another will be promotions and not frustrating shifts to lower groups. Many times parents and teachers are not aware of the great unhappiness of children who are placed from higher groups into lower groups. Regardless of the flowery names given to various groups in reading, children sense the connotation of group labels, such as sunflowers, violets, canaries, or robins. A sounder method of designating reading groups is that of naming them

A WEEKLY THREE-GROUP PLAN FOR THE FOURTH GRADE

<i>Low Group</i>	<i>Middle Group</i>	<i>High Group</i>
Whole class: Directions and assignments given to each group every day (10 min.)		
T* Preparation, new words, silent and oral reading in reader (20 min.) Correlated workbook (20 min.)	MONDAY Free reading (20 min.) T Preparation, new concepts, silent and oral reading in reader (20 min.)	Free reading (40 min.)
Whole class: Reading and discussion of weekly newspapers (20 min.)		
Whole class: Discuss story Check workbooks Oral re-reading (20 min.) Practice exercises in word analysis, word games (20 min.)		
TUESDAY Correlated workbook Compare and discuss answers under group chairman (20 min.) T Discuss story Oral re-reading Preparation for next story (20 min.)		
Whole class: Free reading period, teacher circulates and gives help as needed (20 min.)		
T Preparation (10 min.) Silent reading Correlated workbook (20 min.) T Check workbooks (10 min.)		
WEDNESDAY Silent reading in reader Correlated workbook (20 min.) T Discussion of story (10 min.) Check workbooks, group chairman (10 min.)		
Whole class: Word analysis, syllabication, using words from reading and spelling; synonyms and antonyms (20 min.)		
T Oral re-reading Preparation (20 min.) Silent reading in reader (20 min.)		
THURSDAY Oral re-reading, group chairman (20 min.) T Preparation (5 min.) Silent reading in reader (15 min.)		
Whole class: Free reading period as on Tuesday (20 min.)		
T Discussion of story Oral reading (20 min.) Workbook, free reading (20 min.)		
FRIDAY Silent reading in reader Correlated workbook (20 min.) Rehearse dramatization (20 min.)		
Whole class: Book club meeting; audience reading; dramatization; oral reports (20 min.)		

*Teacher.

after a member of the group, such as John's group, Mary's group, or Skippy's group. Each pupil of the group takes his turn as captain of the team and does his very best to make his "turn of office" an important one for his group. Teachers should try to make each child feel that he is assigned to a group because of his particular needs, not because he is a *good* reader or a *poor* reader.

Grouping in the Intermediate and Upper Grades

Although the fundamental reading skills should be mastered in grades two and three, the intermediate and upper grades must share responsibility with the primary grades in developing proper habits of word recognition, comprehension, and appreciation.

Our experience with clinical reading inclines us to believe that grade four indeed is the golden age for mastering skills in attacking words and for perfecting reading habits. By the time children reach grade three or four, an alarming problem bothers many teachers of reading—that of the ever widening differences in reading effi-

cency among their pupils. This phenomenon is a healthy one; for an increase in achievement span, especially in the direction of higher scores may indicate the meeting by teachers of the educational needs of gifted children.

Here we present figures showing the increase in variability of reading achievement from grade one through grade seven. The data are derived from a survey of reading achievement conducted by the writer in a parochial elementary school some years ago. We used the Gates Survey Test in Reading. Note the great range in achievement in grades four, five, six, and seven.

VARIABILITY IN READING ACHIEVEMENT

<i>Grade</i>	<i>Range</i>
1	1.3—3.2
2	1.7—3.5
3	3.1—8.3
4	3.4—11.3
5	3.5—10.8
6	5.0—11.3
7	4.0—11.7

Grouping of the pupils on the basis of the grade scores in reading resulted in a

more efficient program of reading instruction.

A very interesting conclusion may be drawn from the study of the reading variability of children throughout a school system. Every teacher is not a teacher of a given grade, but a teacher of many grades; e.g., a teacher of fourth-grade reading is a teacher of reading for grades three through eleven. It is, therefore, nonsense to talk about levels of achievement that should be reached by all the children with in any given grade. Children do not grow and develop like norms on standard tests. Parents and teachers would certainly not expect children to gain the same number of pounds or grow the same number of inches each year. Yet, there are teachers in the elementary school who insist that all children be brought up to their grade each year. It cannot be done.

We have heard from teachers many times that they have no access to standardized-reading or general-achievement tests and therefore cannot group their children correctly. To teachers so handicapped, we would point out that a reliable, and perhaps the quickest, way for a teacher to

group her children for reading instruction is to hear them read orally. Three or more reading books from the same graded series may be selected to test the class; one for the grade she is engaged to teach, one or two for the next lower, and one or two for the next higher grades. The pupils may then be assigned tentatively to one of three groups: superior, average, and slow readers, according to the efficiency with which they read and seem to comprehend the material read.

Educational Advantages of Group Teaching

If prudently organized and well managed, group teaching in reading produces much good. It brings together teacher and pupils; they learn to understand one another. The teacher learns better than she otherwise could the needs and interests of each child. If there is good rapport between teacher and pupils, grouping gives all members of the class a feeling of security and satisfaction. They can progress according to their pattern of growth, and the constant superior achievement of gifted classmates does not discourage slow learners. The grouping plan develops children to assist others and to become leaders of their team.

Group Reading Interspersed With Free Reading Periods

Group-reading activities day after day may become monotonous. To prevent this undesirable effect, the whole class should be brought together occasionally for free reading periods. Some teachers arrange for a daily free reading period; others devote a weekly fifty-minute period to free reading activities. A *sine qua non* for the success of such a period is a class library with a selection of at least fifty books and other reading material ranging in difficulty from primer level up and presenting a variety of children's interests. It is the teacher's responsibility to provide each child with reading material suitable to his achievement level and interests. Upon the completion of a book, a pupil is tested on the content and aided in the selection of another volume.

The free reading period gives excellent opportunity to teachers to study the reading behavior of pupils. Individual children are called to the teacher's desk for oral reading. Many teachers administer at this time the Gray Oral Reading Test or the Gilmore Oral Reading Test. Whether such a test is administered to an entire class or to selected pupils within a class, valuable information can be obtained from a careful analysis of each pupil's perform-

ance. Such information will reveal pupil and class strengths and weaknesses and suggest to the teacher the kinds of reading experiences which should be provided. Part of the free reading period should be devoted to carefully prepared audience reading. Teachers familiar with the free reading period are enthusiastic about the results achieved. They report the dynamic interest in reading and the steady growth in reading skills of their pupils who proudly feel that "they are on their own in reading."

The writer has often felt that she would like to teach reading, especially in grades six, seven, and eight, by providing children with a wide variety of reading material, permitting each pupil to select a book suitable to his interests and ability, and then letting the children sit back and read. This procedure would free a teacher to circulate among the group, giving individual help as needed.

Reading instruction in the upper grades must aim to perfect the basic reading abilities attained in the lower grades. In

addition, a meaningful vocabulary must be developed in specific subjects, such as arithmetic, geography, history, current events, and science. The importance of teaching the technical terms, skills, and problems peculiar to each subject in the elementary curriculum, especially to slow readers, cannot be overemphasized.

Planning for Group Instruction

Classroom organization for the teaching of each reading group presents a difficult problem to many teachers. The work must be planned carefully and the proper amount of time allotted for each group to assure that learning will go on while pupils work independently or with a pupil teacher. Albert J. Harris, in *How to Increase Reading Ability*, lists a series of excellent illustrative group plans. Here we reproduce a weekly three-group plan for the teaching of reading in grade four. Permission for the reproduction of the plan in the CATHOLIC SCHOOL JOURNAL was granted by the publishers, Longmans, Green, and Company, New York 3, N. Y.

An Adviser's Soliloquy

**Sister Mary Jeanette,
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I've always enjoyed writing. Always. How happy I was in grade school and high school when teachers gave creative writing assignments! How thrilled when my compositions would be selected to be read to the class! Such recognition spurred me on to other imaginative creations. Yes, I was to be a writer.

In fact, I thought I should like to write for a newspaper. Objective reporting, as such, did not so much appeal to me. I should try for the columnist's position, the personal essay type of thing, the feature. I read papers avidly. I longed to imitate the style of some writers. I read and mentally argued with others.

One grows up. Teaching becomes one's work. Instead of writing, one corrects the papers which others have written, striving

to get the student writers to see how best to say what they have to say. One makes an effort to understand the style of each, remembering from the past how much it hurt to have what one wrote completely changed.

One is assigned a school newspaper. Here again, as adviser, there is no chance to write. It is a school paper and the copy which fills it must be written by students. Staff members must be taught that writing is work. Hard work. Words, sentences, paragraphs, must be written and re-written. Each student must learn to "edit," to "tighten up" his composition. Patience and perseverance must be shown to be necessary virtues for the writer.

But there is a satisfaction, knowing that the students are becoming better writers because of your guidance and encouragement. You see them reading really good books and periodicals; you hear them talking intelligently about what they read, making judgments . . .

Perhaps, you tell yourself, someday, one of these students will do the writing you once dreamed of doing. . . .

Definitions and Educational Terminology

Latin Grammar School

The secondary school for boys which the colonists brought with them dominated American education during the colonial period and well into the national period. It was a classical secondary school emphasizing Latin and Greek with some geography, arithmetic, and rhetoric. Its main purpose was college preparatory and it charged tuition.

English High School

The English High School for boys was established in Boston in 1821 as a result of a report of the School Committee on "the question of establishing a seminary which would furnish the young men who are not intended for a collegiate course of studies, and who have enjoyed the usual advantages of the public schools, with the means of completing a good English education and of fitting themselves for all the departments of commercial life."

It was originally called the English Classical High School; the name was changed in 1824 to the English High School; the original name was restored in 1832; and the permanent name—the English High School—was determined in 1833.

This was the first American use of the term high school for a secondary school. Latin and Greek were omitted from the curriculum. The curriculum put great emphasis on English and included, in addition, algebra, geometry, plane trigonometry, surveying, navigation, ancient and modern history, declamation, logic, natural philosophy—including astronomy, logic, and moral and political philosophy.

Junior High School

A junior high school is an institution of secondary education which, under its own organization, gives instruction on the level of the seventh, eighth, and ninth grades, usually by teachers who specialize in the various subjects (i.e., departmentalized), and containing an enriched curriculum.

Junior College

The term junior college generally means an educational institution which requires of its regular students graduation from an accredited or approved high school, or passage of satisfactory entrance examination, and offers a program of two years of college work, or may offer other work, presumably of college grade, terminal in character.

Edward A. Fitzpatrick

There are several variations of this main type which offer, in addition to the two college years: (1) two years of high school work; (2) one year of high school work; or (3) one additional year of college work. In the last named case, the institution usually is moving to the full status of the four-year college.

Community Colleges

Community colleges, as described in the report of the President's Commission on Higher Education, are junior colleges, mainly local or regional in scope, locally controlled, locally supported with aid from state funds offering educational services to the whole community, including the junior college courses, many broadly based terminal courses of a semiprofessional or vocational character, and a wide range of adult educational services attempting to meet the total post-high school needs of its community. While most of these institutions will be under public auspices, they may be either publicly or privately supported and controlled.

Community Center School

The term "Community Center School" gained great popularity beginning about the 1920's when Edward J. Ward, first from the University of Wisconsin Extension Division and later from the United States Office of Education, was carrying on the propaganda. Today the term is used most frequently with reference to rural districts, though in larger cities such schools are usually neighborhood schools which are the center of the social and civic activities of the neighborhood. In this use the neighborhood is a small community.

A Community Center School may be defined from two standpoints: where the school is the more active element, or where the community is. In the latter case the community center school is the place where the people of the community go for their common recreational, social, and cultural activities. Where the school administration is the active agent, it is the effort on the part of the school people to provide a service in the schoolhouse for all the people of the community, whether of school age or above, in appropriate groups, or units, in the nighttime as well as in the daytime, making available all the facilities of the

school—auditorium, gymnasium, workshops, theaters, or other rooms under proper regulations and, at times, with educational guidance. In this latter case, the activity is not so much an activity of the community as of the central school administration, and of the local school.

Community

Community may be defined as a place or the group of people living in a place. The community is a group of people living in a particular place, a ward, a city, a township, a county, a district, or a region, who have the common problems of living together. They are sometimes marked by a common culture and a common tradition and likemindedness, but they may be heterogeneous in character as well, their common problems and interests arising from their living under a particular local government or in a particular locale.

The problem, however, is not so simple as that. A professor of the University of Wisconsin studied a community across the lake from Madison, the small city of Middleton. He revealed the basic conditions of community life in what has been called a single community. What was described as a community in terms of a particular political unit was, as a matter of fact, a whole congeries of communities. The church communities, there were several, were widely different in extent; the economic units where the people banked or bought their groceries were totally different from the church communities, the same with the educational communities, and so with all the other aspects of their life. These communities in which these people took part were in no case coterminous with the political unit.

Vestibule School

A school established in industrial plants in connection with the need for many additional workers during World War I to give specific training, usually for a single act in the assembly line of a plant. If a person's work was to be changed, he was usually assigned again for a brief period of training before beginning his new assignment. It proved a very successful arrangement in training factory workers, including beginners, in specific jobs. It was also called "the threshold school."

Admission by Certificate

Students are admitted to colleges and universities by certificate or on the basis of examinations. Students are admitted by certificate when the higher institutions will accept a student upon the submission of a certificate or diploma stating that he has been graduated, including a transcript of his academic record, and usually is recommended for admission by the principal of the high school. The institution issuing such an acceptable certificate is said to be accredited or approved.

Practical Aids for Teachers

A Marian Speech Festival

September, 1953, saw Christ's earthly Vicar in Vatican City proclaim 1954 as a Marian Year—the first in the history of the Church. More precisely, Pius XII, Pope of the Age of Mary, dedicated the months between December 8, 1953, and December 8, 1954, to the special commemoration of Pope Pius IX's solemn definition of Mary's Immaculate Conception. With the publication of the encyclical, *Fulgens Coronae Glorie*, setting forth the means and end of the Marian Year, a brilliant new page was unfolded in the history of Christ's Mystical Body. Special indulgences and privileges were accorded to all the faithful for the integral observance of that year of signal Marian study and devotion.

Shortly after in Los Angeles the Marianist faculty at Chaminade High School was discussing various ways of celebrating the Marian Year. For the Brothers and priests of the Society of Mary (Marianists), consecrated to Mary by a special vow, the Marian Year presented a tremendous opportunity for making our Spiritual Mother better known, loved, and served through mature and concrete means. As the brainstorming continued, Brother Maurice Miller, S.M., director of the speech department, proposed a Marian Year Speech Festival. All speech events would be based on significant ideas about Mary. The Marianists in the Los Angeles area would sponsor it for all the Catholic high schools of the archdiocese. Gradually details were fitted to Brother Maurice's skeletal plan. Meanwhile Brother Richard Britton, S.M., organized a similar event in Honolulu at St. Louis College.

So successful were these two Marian Year Speech Festivals held in May, 1954, that the Marianists in the San Francisco Bay Area hosted a similar event for the Catholic high schools of their archdiocese at the close of the Marian Year under the chairmanship of Brother Robert Hughes, S.M.

In the summer of 1955, Brother Maurice Miller, S.M., became principal of Riordan High School, San Francisco. Under his enthusiastic direction a Marian Speech Festival has been staged annually on the

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S.M.**

Riordan High School
San Francisco 12, Calif.

feast of the Immaculate Conception, or on the closest convenient date. The results of this observance have been remarkable.

Mary and her position of motherhood and leadership in the Church's apostolate have been the inspiration of the yearly Marian Speech Festival. The Mother of Christianity has inspired a unique activity in her honor through man's talent of speech.

Speaking for Mary

The purpose of this project is twofold. Primarily it strives to promote a clearer and deeper knowledge of Mary and a more devoted co-operation in her apostolic mission. Each speech event is geared to lend the proper emphasis to the essential role played by Mary in the life of every Christian and in the life of the Whole Christ. We must agree with Father William Joseph Chaminade, founder of the Marianists, that "Not to recognize Mary in the mysteries of Jesus Christ is to betray our ignorance of the whole economy of religion." Repeatedly Father Chaminade stressed the fact that a substantial, doctrinal understanding of our Blessed Lady is the only stable foundation of an enthusiastic, intelligent, and generous collaboration with mankind's Spiritual Mother in completing and Christ-alizing her Son's Mystical Body. With the Doctors of the Church we must insist that "de Maria numquam satis"—that we can never say, do, or know enough about Mary.

Besides leading the contestants to delve into sound Mariology, the Speech Festival stimulates interest in the speech arts. It necessitates the development of skill in vocal expression. To be influential, a Christian must be communicative. At a recent meeting of the San Francisco Federation of Catholic High Schools, the first point of discussion raised from the floor was

the regrettable lack of articulation among students of Catholic schools. This dearth of leadership in utilizing the spoken word is not overlooked by our students.

Motivation for Learning

The need, value, and importance of knowing Mary and of being articulate Christians we need not belabor. And a contest situation compels a systematic study of our Blessed Mother and regular practice in effective speaking. Interest runs high and the competition is keen. One student matter-of-factly remarked that she learned more Mariology in one Marian Speech Festival than in 12 years of Catholic instruction. Stronger motivation was present and a fresh insight to the field was offered.

The means for realizing these ideals are easily applied: Marianize several speech tournament media and slightly adapt others. The speech events most practical in accomplishing the dual purpose of a Marian Speech Festival have been original oratory, extemporaneous speaking, and impromptu speaking. Other speech vehicles that have been used are group discussion, oral book reviewing, and interpretation (declamation).

Original orations are based on the theme set for the affair. They may be developed in any manner, but always in accord with the general theme.

Planning a Festival

Prior to the day of the contest, the areas to be covered by the extempore topics are made known to the speech moderators and their contestants. During the Festival itself the students draw three topics before each round of competitive speaking and choose the one about which they think they can speak best. Thirty minutes preparation is allowed for an extemp speech. Topics range from "The Annunciation and the Performance of God's Will" and "Living the Liturgy With Mary" to "The Immaculate Conception, Patroness of the United States of America" and "Total Consecration to Mary."

Impromptu speaking was adapted to fit an all-Marian program. Each participant was given a selection on a Marian subject

to read silently. These readings were magazine articles (from *The Marianist*, *Our Lady's Digest*, *Ave Maria*, *The Age of Mary*, and similar publications) or passages from books. After the several minutes allotted for digesting the article, the contestant gives an impromptu interpretation and practical application of the message.

For group discussions the general subject fields are announced in advance of the speech tournament. If prepared oral book reviews are included as an event, a booklist is sent to each participating school. The Marian Library at the University of Dayton has an excellent list of Marian titles for high school readers.

In planning a Marian Speech Festival these are some of the more important matters for consideration. Once the theme is established (for example, the Age of Mary, Mary and the moral crisis, Mary's role in our social institutions) and the competitive events determined, an announcement is sent to the schools to be invited. With this announcement goes explanatory details about the speech events and a registration blank. Competent judges are se-

cured in ample number and ballots drawn up for their scoring of the contestants.

Trophies, schedules, topics for extempore and impromptu speeches, and related details must be prearranged. Rooms available for the various events must be lined up and bulletin boards prepared for posting schedules and results. Displays may be set up if desired. Student help for tabulating scores and acting as guides must be recruited. Minor items depending on local circumstances and individual tastes will present themselves.

As the date of the Marian Speech Festival approaches, the hours of preparation mount to a fattening two-digit figure and the checklist of preparatory details stretch beyond a single column. One might be tempted to think himself foolish or devoid of any prudence whatever for undertaking such an affair. But this day for Mary demands no more preparation than any other speech tournament. Because it is a labor of love, the Marian Speech Festival brings a holy satisfaction at the day's end when your twofold objective stands realized. In fact the effects of that day can bear lasting and even eternal con-

sequences with the blessing of God's grace. Any amount of preliminary perspiration is well given, for this is a richly rewarding experience.

Further Applications

Actually the idea of a Marian Speech Festival can be employed to advance any worthwhile goal. After seeing the results of an all-Marian speech contest, one archdiocesan Y. C. S. director decided to sponsor a similar tournament on the lay apostolate.

The author would be happy to assist with additional information anyone interested in developing the God-given gift of speech in praise of God's Mother and ours.

The efforts of our students will be a reflection of our own contagious enthusiasm. We are fortunate to live in this Age of Mary. To be worth living, life must be spent Mary-ly. The dying Saviour bade us behold our Mother. We are the continuation of Christ's voice through time and space. Jesus Christ, the Son of God, became the Son of Mary for the salvation of mankind. He is our Model. We must participate in His filial devotedness to our Mother. This is the challenge of our life.

Activities Promoting Wholesome Family Living

All phases of home economics can promote wholesome family living. Students in our classrooms today are mending their own clothing and making attractive new things. They are discussing food preparation, child care, or home management. They are measuring and mixing ingredients for a special dish. They are talking about religious customs and right entertainment. But extra-class activities, too, are a recognized part of the curriculum. It is often by these, indeed, that many people in the community judge the teacher of homemaking, for these activities are an overflow of her generosity.

Needs of the community provide opportunities for independent thinking, planning, and doing. To illustrate this point, allow me to draw upon the learning experiences of a program which was carried out at Mater Dei High School, Evansville, Ind. After teaching at this school for a year, the home-economics instructor recognized the many opportunities providing experience in homemaking. She saw the

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happiness she and her students could cause by using the experiences offered by various organizations of the city. And school, as everyone knows, is not just a preparation for life, it is life.

Homemakers of Tomorrow

The cry was: "We need generous teenagers who are willing to offer time, effort, and talent." To answer it, a homemaking club was formed with "Mater Dei Homemakers of Tomorrow" as its title. Membership was open to any girl manifesting an interest in homemaking. Students not in the regular class as well as those studying homemaking were eligible for participation, the principal requirement being simply that each member show an eagerness to offer herself generously for the

cause of wholesome family living. Meetings were held every two weeks during the extracurricular activity period to discuss projects supplementing units of the work studied in the Family Living class. It was our aim to key the home-economics education at our school to the real life situations of our teen-agers, to help them go beyond the traditional "cooking" and "sewing" classes where the most important product had to be a "thing."

Experience With Children

To enrich the unit on child care, students sponsored a Christmas party for the children of the lay faculty of the school. They cared for the children at the St. Vincent's Day Nursery after school hours and on Saturdays. They planned and conducted one of the monthly birthday parties for the children of the diocesan orphanage. They visited and helped the children of the Washington Home for Negro children. They assembled and donated a baby's layette for the benefit of a church fund.

The art of *child care* took on a new meaning for these girls after their firsthand experience in dealing with little children. They felt important planning parties, so delightful a part of childhood. Actually to run a party smoothly requires accurate planning, as well as absolute dependability. Helping at the day nursery enabled club members to get a deep insight into the needs of little children.

When Valentine's Day came, students in foods classes directed their baking efforts toward making heart-shaped cookies for the Association of the Blind and cakes for the sick and poor at the Little Sisters of the Poor Home. Besides, impromptu gatherings at different homes found the



Pictures above show the girls of Mater Dei High School busy at various home-economics activities.



club girls trying out pastry recipes which they had used in the home-economics food laboratory. The products were not perfect, perhaps, but they expressed heartfelt sympathy for persons who did not have much love coming their way on the feast of St. Valentine.

Learning to Serve

Preparing and serving dinners on special occasions at school is a necessity for the foods class. Deliberately using this extracurricular opportunity as a chance for firsthand experience at table service and an illustration of how we can serve and delight our own community gave our students both practical and spiritual growth. Parents went home beaming because their own child had served them competently; children finished the last clean-up job filled with the double joy of achievement and generous service.

For the more energetic girls who delight in clothing construction, the Pink Ladies of St. Mary's Hospital Auxiliary supplied material for making tray covers and hand doll puppets. As a charitable project, the girls made ten dozen lovely green tray covers and one hundred pink puppets for the sick children's ward.

It would be erroneous to say that people no longer "darn." From firsthand acquaint-

ance, we learned that there are many homemakers in rural areas who still economize by darning their children's socks and their husbands' everyday work socks. At the end of the year a "holey sock campaign" was launched and 46 pairs of discarded gym socks were donated by interested students. With a few lessons in darning, the home-economics classes repaired these socks and sent them to a very poor orphan's home. We know that the experience had a carry-over to some of the homes because many mothers commented on how grateful they were that their daughters could help them do the family darning. Students learned, too, to respect poverty, to economize, to realize that if orphans could wear neatly mended clothing so could they. In other words, they had a lesson in values.

Helping Others

Planning entertainment was another feature of our club program. Interested boys joined the girls giving benefit programs for people at the County Home and making caroling tours to hospitals at Christmas time. "Just think," one of them was heard saying at the close of an afternoon, "these sick people could be our own fathers and mothers."

Extracurricular activities are in the

American school to stay. In the well planned school they do not crowd out but rather they supplement and sometimes focus the activities of the curriculum. The wise home-economics teacher makes friends with them, using them to help teach young people how to love the younger and honor the elder, how to sweeten the lives of the sick, and how to serve and gladden the whole American community even as the students themselves achieve the learning and discipline for which they enrolled in homemaking classes.



"O Tannenbaum" in Geometry Class

Sister M. Karla, S.S.N.D.

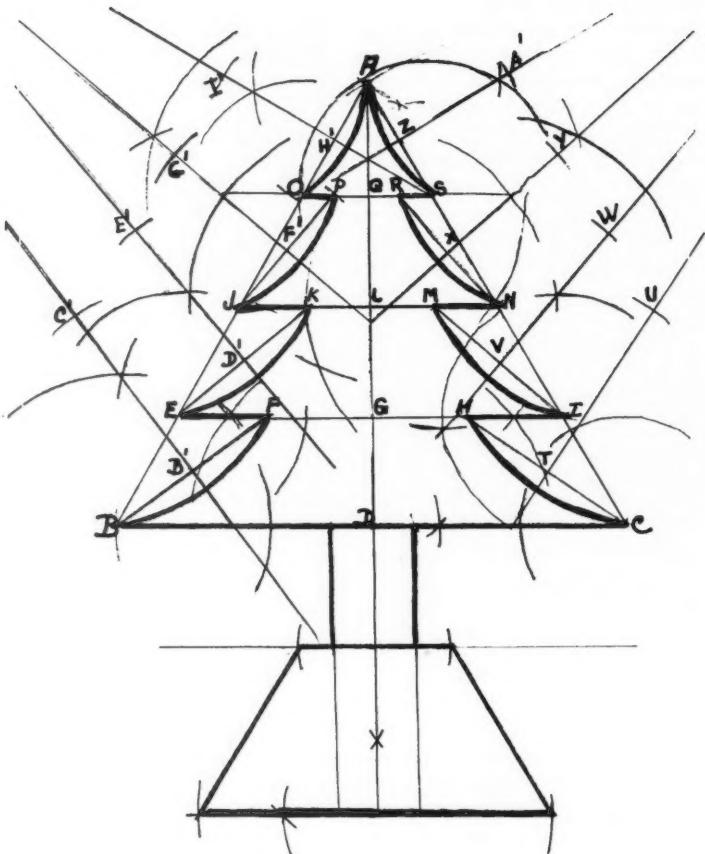
St. Mary's High School

New England, N. Dak.

When Christmas activities are athrob in school, the mathematics teacher can enter the aire of the Nativity by constructing a triangular Christmas tree. Employing the four basic rules for geometric construction, this can be either a class blackboard project or as an individual challenge. Geometric ornaments can also be drawn to adorn "O Tannenbaum" in the geometry class.

The rules for constructing the GEOMETRIC CHRISTMAS TREE are as follows:

1. Construct an equilateral triangle, ABC , and the perpendicular bisector of its base.
2. Divide the perpendicular bisector, AD , into four equal parts. This locates points Q , L , and G on the bisector and points E , J , O , I , N , and S on the sides of the triangle.
3. Find the midpoints of the following line segments: OQ , QS , JL , LN , EG , GI . This gives the locations respectively of points, P , R , K , M , F , and H .
4. Join: JP , RN , KE , MI , BF , and HC , OA , and SA .
5. Construct the perpendicular bisectors of the line segments formed by step 4.
6. This gives the locations, respectively, of F' , X , D' , V , B' , T , H' , and Z .
7. With a radius HC and center T , cut off an arc on the perpendicular bisector of HC at U . With U as a center and HU as radius, cut off arc HC . Repeat this step, using B' in place of T , BF , in place of HC , and C' in place of U .
8. Repeat step 7 on the next section of the tree, using MI for HC , V for T , and W for U .



—Sister M. Karla, S.S.N.D.

The Geometric Christmas Tree

9. Continue repeating these steps until the tree is completed.

10. For the base of the tree, any geometric figure may be used and the student may devise his own.

11. A larger tree may be made, by dividing the perpendicular bisector of the base into any number of parts, and following steps 2 to 9 as above.

The following constructions were used:

1. Perpendicular bisectors (Steps 1 and 2).
2. Constructing an arc of a given radius with a given center (Steps 7 to 9).
3. Construction of an equilateral triangle (Step 1).
4. Construction of parallel lines (in constructing the trunk of the tree).



A Christmas blackboard project done by the children of grade 1, St. John Kanty School, Buffalo 12, N. Y. One of the pupils drew the figures; the others colored them. The school is in charge of the Felician Sisters.

The Teaching Value of Chemistry Sets

Scientific learning is not easy for elementary pupils. A good textbook is a must for such learning but it needs to be used in company with the right type and amount of visual material. This material can be wrongly used, as can the textbook, but it is unquestionably of great value in making the book effective.

The fact that the world is made up of elements can be demonstrated through simple experiments with any chemistry set. These sets are often the proud possessions of many young gentlemen in the intermediate and upper grades. They will be glad to bring them for use in class. Reasonable supervision can keep the resulting classroom situation under desirable control. If boys in a class are allowed to bring their sets to school, give demonstrations, and receive recognition, a sort of scientific prestige will attach itself to the demonstrators. This prestige will set the demonstrators to thinking about doing all of their work well.

Breaking Vocabulary Barriers

Elements and compounds often have jawbreaking names. Such names often are the cause for an indifference to scientific study. If it proves possible for boys and girls to work with these elements and compounds in the stimulating atmosphere of a chemistry set experiment, the materials with the big word names will lose their fearfulness and the names will become unimportant in themselves. Their meanings will be the important things. Skill in pronunciation of scientific terms can come through using them. Understanding of the properties of elements and compounds is sure to develop also. It is suggested that the teacher spend a great deal of time discussing such properties with the class. He should give demonstrations himself first—if that is necessary—but should never lose sight of the principle of pupil participation.

Proper Precautions

It is true that there are young gentlemen in almost every class whose curiosity is unbridled. It is true that such broncos often need breaking. But such bronco tendencies are made up largely of energy and curiosity which can be safely channeled. Chemistry sets are a classroom means for

Cropley Andrew Phillips

this channeling. It is important also to remember that the desire to do work well often is the result of these qualities.

Evaluating Results

Use of the chemistry set should be followed by evaluation of results. Formal tests definitely have no place in such evaluation, but the taking of notes and the writing of summation papers can be a valuable follow-up experience. I have found that a subjective standard is desirable in the grading of scientific papers and that it can safely be applied to any reports of chemistry set experiments. A premise put forth by a psychology instructor of my own college days is the basis for this stand. He often told us that, as undergraduate psychology students, we were merely beginning our study of an advanced field and that it would become complicated to no small degree and would require the strongest grounding possible. The author of a textbook spends many years working in such a field as a teacher and a writer. My old teacher's idea lay in his belief that a textbook by such an authority is the quickest way to grounding for a beginning student.

Work with a scientific medium such as a chemistry set is a similar quick way to grounding. The pupil who participates in this work and writes a report of his findings in his own words, furnishes his teacher with evidence of his scientific knowledge and understanding. Because he is only being grounded, retention in evaluating this paper should not be overemphasized. It cannot be forgotten that the pupil is only at the elementary level. It need not be feared that evaluation will suffer if attention is given primarily to other qualities.

Developing Scientific Readiness

The world is scientific. Its inhabitants must be scientific. Development of scientific knowledge and understanding is a never ending process. It is important that it be begun by good grounding. This grounding is primarily a process of becoming acquainted with, working with, and understanding as much science of any kind as possible. Some retention will occur. The major part can come later.

If the amount of scientific knowledge which a pupil has used in the course of an experiment is measured and the evidence of understanding through the organization of the summation paper closely studied, the teaching value of chemistry sets can thus in one important way be determined. I suggest that the following scale be used in grading such papers: Information 25, Organization 30, Understanding 35, Mechanics 10.

Mechanics refers merely to neatness and the use of grammar, punctuation, and capitalization. It can apply to presentation, if the report is oral in nature.

Concern may be expressed that pupils may not grasp the general nature of this system. I have seen frowns on young faces but if the idea is presented that the teacher in grading, like a referee in basketball, must call them as he sees them, and can call them as close as he wishes, the idea will get across.

The idea of weighting will be easy for pupils to grasp if the idea of a 100-point scale is followed. The weighting can be adjusted from the arrangement here presented but the underlying idea of concern for information, organization, and understanding should be followed.

One more suggestion can be made in connection with the grading of experiments. If the obvious difference between the nature of a spelling test and a chemical experiment is explained to pupils, they will see the reason for the general system of grading.

Visual Materials Focus Attention

Visual materials such as chemistry sets can also be of very great value in furthering the process of general pupil adjustment. I have in mind particularly the restless boy or girl and the youngster who is particularly shy or bashful.

In junior high school classes, I found that the success of projects often was due to giving class committees the responsibility of organizing chemical and other demonstrations. This idea can be applied to science work at the intermediate level as well and problem children (and those in need of channeling) can be made part of such committees. The common goal, successful conclusion of the chemical experiments, will have a drawing-together effect on all class members concerned.

Such committees should not be large—three to six. Their duties should be very carefully broken down in explanations by the teacher and the importance of equal participation by all pupils fully recognized.

Summary of Principles

The following is a summary of principles underlying the teaching value of chemistry sets.

1. An understanding of chemical elements can be gained through the simple experiments which can be performed with easily secured chemistry sets.

2. The scientific prestige which will come to those who bring chemistry sets to class and are the cause for members of the

class to get to do the previously mentioned experiments will have a beneficial psychological effect.

3. A desire to do scientific and other work well will be created in those who receive this prestige.

4. Skill in the pronunciation of scientific terms can come as a result of work with chemistry sets. This skill will cause greater attention to be given to the meaning of such terms.

5. The term meaning, as previously mentioned, refers in particular to the properties of elements and compounds.

6. Chemistry sets are a means of channelling normal energy and curiosity on the part of youngsters when these qualities

manifest themselves in the classroom.

7. A subjective standard of grading should be used in evaluating the results of work with chemistry sets.

8. Retention is not important. Such retention as is desirable will come automatically with proper attention to work with and understanding of scientific material.

9. The process of general pupil adjustment can be furthered by the use of visual materials such as chemistry sets. Most important of all, it should be stressed in conclusion that scientific learning from the use of chemistry sets at the elementary level can play a part in making study of a scientific textbook more effective.

Seers of Fatima An Aid to Teach the Sacrament of Penance

I. The Story of Fatima

CHARACTERS (Positions on stage) RITA, MARGARET, LORETTA, ANDREW, CHARLES, WILLIAM, JOHN.

ANDREW: The Story of Fatima: Not too long ago, in the year 1917, there lived at Fatima three children — Lucy 10, Francis 9, and Jacinta 7.

LORETTA: One day, as they were playing, a flash of lightning came out of a cloudless sky. Then a beautiful Lady appeared to them. She told them not to be frightened because she came from heaven.

CHARLES: "Are you willing to make sacrifices?" "Yes," they replied. "Then come to this place the 13th of each month until October," she answered. "Then I will tell you who I am."

MARGARET: At first the children were going to keep this a secret but Jacinta was so happy about meeting such a beautiful Lady that she told her mother. Trouble was soon in store for the children. Some people believed in them and some people laughed at them. But the children didn't mind because it gave them the means of suffering for God.

WILLIAM: Before long bad men put these dear children into prison, and what do you think they did? Cry? Oh, no, they said the Rosary and the prisoners answered them.

RITA: During the apparitions that followed, the Lady asked the three children:

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Holy Savior Convent
Wilkes Barre, Pa.

Editor's Note This dramatization was adapted in part from **The Crusade of Fatima**, by Rev. John de Marchi with permission of the publishers of Father De Marchi's work, P. J. Kenedy & Sons, New York, N. Y.

First to say the Rosary; second to make sacrifices; and third to have Russia consecrated to the Immaculate Heart of Mary.

JOHN: And so on October 13, 1917, our Lady appeared to the three children in the presence of 70,000 people. She repeated her requests for the daily recita-

tion of the Rosary, adding that she was the Queen of the Holy Rosary. Then St. Joseph appeared in the clouds. In his arms he held the Baby Jesus whose arms stretched out as they blessed the people below who loved His Mother. Last of all, our Lady appeared, scapular in hand, as: OUR LADY OF MOUNT CARMEL.

II. Our Lady's Visit at Fatima

ANGEL I: Our Lady's first visit.

OUR LADY: Fear not, I will not harm you. I am from heaven.

ANGEL II: Our Lady's second visit.

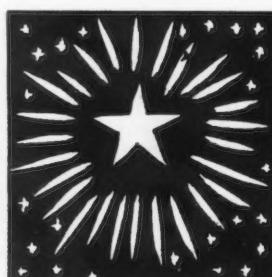
OUR LADY: I want you to say the Rosary. Insert between the mysteries: "O My Jesus, forgive us our sins, save us from the fire of hell and lead all souls to heaven, especially those who have most need of Thy mercy." I want you to learn to read and write.

ANGEL I: Our Lady's third visit.

OUR LADY: Continue to say the Rosary for the peace of the world. Come every month. In October I will tell you who I am. I will perform a miracle so that all shall see and believe. Sacrifice yourselves for sinners. If people do as I ask, Russia will be converted and there will be peace.

ANGEL II: Our Lady's fourth visit.

OUR LADY: Pray! Pray a great deal and make sacrifices for sinners, for many souls go to hell for not having someone to pray and make sacrifices for them.



ANGEL I: Our Lady's fifth visit.

OUR LADY: God is pleased with your sacrifices.

ANGEL II: Our Lady's last visit.

OUR LADY: I want to tell you that they must build a chapel here in my honor. The war will end and the soldiers will soon return home.

III. Playtime of the Children of Fatima

The following songs have been selected from *The American Singer*, published by The American Book Company, New York, N. Y.: *Skip To My Lou*, *It Was Mother Who Taught Me To Waltz*, *The Mexican Dance*.

CHILDREN [dance and sing: "Skip To My Lou." In glee they clap their hands as they finish].

DORA: Lucy, please teach me to waltz.

LUCY: Yes, Dora. [Lucy explains the step her mother taught her as the children sing: *It Was Mother Who Taught Me To Waltz.*] Now, let's all dance the Mexican Way before we go home. Jacinta will be my partner.

CORA: Jacinta is not here, Lucy.

LUCY: Not here. . . .

CORA: No, Lucy, she ran through the fields while you were teaching Dora to waltz.

LUCY: Don't wait for me, girls. Jacinta must be sick. I must find her at once. You know she is so fond of dancing [Exit Lucy while girls continue dancing. After they skip off the stage Lucy enters with Jacinta.]

LUCY: Jacinta, why did you leave me, just when I wanted you for my partner?

JACINTA: Lucy, don't ask me to dance any more today.

LUCY: Jacinta, what is wrong, are you sick?

JACINTA: No, Lucy, I just want to be alone so that I can think of our Lady.

LUCY: I like to think of her too, Jacinta, but it's so nice to dance. I'm sure our Lady wouldn't mind once in a while.

JACINTA: Maybe she wouldn't but we promised her to offer sacrifices for the conversion of sinners, didn't we?

LUCY: Yes, Jacinta, we did.

JACINTA: And she told us to say the Rosary, too, didn't she? Can't you see that's more important than dancing.

LUCY: I suppose so.

JACINTA: And another thing, we ought not to cheat on the Rosary any more.

LUCY: Cheat on the Rosary . . . what do you mean, Jacinta?

JACINTA: I mean that we shouldn't say like . . . well, you know, Our Father . . . Hail Mary . . . Hail Mary. That kind of

cheating. We should say the whole prayer each time instead of just the first two words of each prayer. And then I was thinking of the sacrificial part that she mentioned. How could we do that?

FRANCISCO [enters with sheep]: Why we could give our lunch to the sheep, Jacinta.

JACINTA: That's right we could do that.

LUCY: And then we could eat green acorns instead. Jacinta, you and Francisco feed the sheep and I'll gather the acorns. [Lucy leaves and Jacinta and Francisco feed the sheep.]

IV. Francisco's Greatest Joy

READER: Francisco and Jacinta are very ill. Lucy visits them.

LUCY: How are you feeling, today, Francisco?

FRANCISCO: I'm suffering, Lucy, but I'm glad because I can offer my pain to Jesus and His Mother. I could suffer more if I weren't so weak. Lucy, please close the door; I want to tell you something. [Lucy closes the door.]

LUCY: What is it, Francisco?

FRANCISCO [takes a rope from under his pillow]: Keep this for me, Lucy. It's the rope I tied around my waist and I don't want Mother to see it. You know it might hurt her and then she would cry.

LUCY: Yes, Francisco, I'll save it for you.

FRANCISCO: Oh, Lucy, I'm so sick, but I'll be in heaven soon.

FATHER [enters]: Ah, my poor little boy; my poor little Francisco. Is there anything I can do for you?

FRANCISCO: Oh, yes, Father, there is. If I could only go to confession and receive Holy Communion before I die; it would make me so happy if I . . .

FATHER: I'll see what I can do for you, my boy. Stay with him, Lucy, until I return. [Father exits.]

FRANCISCO: Oh, Lucy, how happy I am. Do you think Father went for the priest?

LUCY: I believe he did, Francisco. Come, let me help you with the form of confession.

FRANCISCO [repeats form]: Now, Lucy,

please help me to recall my sins.

LUCY: Yes, Francisco, I will. Let me see . . . sometimes you disobey your mother.

FRANCISCO: That's true, I do. Maybe Jacinta will remember some. Will you please ask her, Lucy.

LUCY [leaves and returns]: Jacinta said that you stole ten cents one day.

FRANCISCO: I know I did, Lucy, but I told that before.

LUCY: Well, you could tell it again and mention it as a sin of your past life.

FRANCISCO: I know I could. Oh, Lucy, I almost forgot. . . . One day I threw stones at another boy but that was before our Lady came. Now let's pray together as the beautiful Lady told us.

O, Jesus, save us from the fire of hell
Lead all souls to heaven, etc.

FATHER [returns]: Francisco, my boy, Father said that he will be here this afternoon to hear your confession and that tomorrow he will bring you Holy Communion.

FRANCISCO: Thank you, Father, Lucy, hurry, tell Jacinta.

READER: What joy for Francisco! He prepared for a good confession; he promised to be good; he examined his conscience; he was sorry for his sins, and promised our Lord that he would not hurt Him anymore; he confessed his sins to the priest and ended by saying the prayers the priest told him to say as his penance.

V. His Eternal Birth

READER: Francisco did not recover. On April 4 in the year 1919, our Lady came and took him to his eternal home.

FRANCISCO: Lucy, I can't pray any more. I'm too sick. You and Jacinta pray for me.

LUCY: Yes, Francisco, we will. [Lucy and Jacinta pray.]

FRANCISCO: Lucy, I'm going to miss you and Jacinta so when I see our Lord and His beautiful Mother I'm going to ask them to take you both to heaven soon.

LUCY: Oh, no, Francisco, when you meet our Lord in heaven with His Mother you won't even remember us.

FRANCISCO: Maybe I won't.

JACINTA: Francisco, when you meet our Lady tell her that I'm still offering sacrifices for sinners.

FRANCISCO [Mother enters]: Look, Mother, what a beautiful light! Ah! now it's gone again.

READER: These were the last words of a little boy who proved his great love for our Lady by making sacrifices for the conversion of sinners.



Meditations for Primary Children

Sister M. Euphrosine, C.D.P.

Providence High School
Alexandria, La.

December 1 — The Story of Mary

The sweetest lady that ever lived upon earth was Mary. She is now our Mother in heaven. While Mary was living with her mother, St. Ann, and her father, Joachim, she learned from St. Ann how to be good and kind. Mary as a little girl already was very different from other little girls. She looked so holy and pure. God the Father looked down from heaven and said, "She is a sweet little girl." Later on, God asked Mary to be the Mother of the promised Saviour. Mary knew it would be hard to be the Mother of God, but she said "Yes" to God and accepted all the sufferings with it.

Dear Mother Mary, be my Mother and help me to love Jesus. Help me to accept the little things that are hard to do with love. Help me to be quiet, holy in Church. Help me to pray as you prayed. Let me watch the priest at the altar, fold my hands the right way, walk in and out on tiptoe. Mary, I love you. (*three times*). Teach me to be holy.

December 2 — Original Sin

The sin that Adam and Eve committed is called original sin. Every little boy and girl that comes into this world has that sin on its soul. Your mother and father had you baptized when you were a tiny baby. Baptism washed away the original sin. Then your soul was clean, pure, filled with sanctifying grace. Now, we can lose that special grace if we commit sin. Am I careful to keep away from sin? If I did get angry, or disobeyed, did I tell God that I was sorry? (*Pause*.)

Dear Blessed Mother, help me to keep my soul pure. Thank You, dear God for the sacrament of baptism. Mother most pure, pray for us.

December 3 — St. Francis Xavier

St. Francis was a missionary who went to teach in India and Japan. He helped thousands of people to love and serve God. He was loved by all those who met him (*pause*). Am I kind to others? Do I ask the saints to help me to love God?

St. Francis, help me to be kind and loving. Help me with my lessons, so that one day I can teach and help others too. St. Francis, pray for us.

December 4 — St. Barbara

When Barbara was a little girl she was put in prison because she loved Christ. The soldiers took her out and treated her very mean. She died from this mean treatment. All of a sudden, the soldiers saw angels coming. The angels carried her soul to heaven. Then a terrible lightning struck and killed one of the very cruel men (*pause*). How do I show my love for God? Am I willing to kneel straight in church when I feel a little tired? (*Own prayers*.) St. Barbara, pray for us.

December 5 — The Advent Wreath

The advent wreath reminds us of the many, many years that the good people waited for the Saviour to come. It also reminds us to get our hearts ready for Jesus by making little sacrifices. When the candles are lighted on the wreath, do I think of what it really means? Ask your patron saint to help you. Then talk quietly to God (*pause*). Jesus, I love You! (*Three times*.)

December 6 — St. Nicholas

St. Nicholas was a kind, holy bishop. He helped a very poor family who would have committed sin because they had no money. He is especially kind to children. How do I spend my money? Do I think of someone else who has nothing extra and share my pennies with others? (*Pause*.)

St. Nicholas, pray for us, help us to live a kind holy life. Help me to give up things for the poor. St. Nicholas, pray for us.

December 7 — St. Ambrose

Ambrose is one of our great leaders of the Church. He brought many people who didn't believe in Christ to love Jesus. They were baptized and became good Catholics. How can I help others to love Jesus? (*Pause*.) I can pray well. I can work well, and I can play well. If I am kind, others will become kind and pure too. Mother most pure, pray for us (*three times*).

December 8 — The Immaculate Conception

When God made Adam and Eve, He placed them in a beautiful place called Paradise. One day Eve disobeyed God. That was a sin. God had to punish them and took away heaven from us. He promised to send a Saviour. A long time after this, a beautiful little girl was born. She was holy and pure. She hated sin. God was very happy to see such a pure, beautiful girl. This girl was Mary. Mary was the purest woman that ever lived. She is called the "Immaculate Conception," which means clean, pure without sin (*pause*).

Mary, help me to stay away from sin. Help me to keep my soul clean and pure. Fill it with love of God. My Holy Guardian Angel, watch over me. Poor Souls in Purgatory, when you get to heaven, tell Jesus about me. Mother most pure, pray for me.

December 9 — The Picture of Mary

Sometimes you see a picture or statue of the Blessed Virgin Mary holding her hand out as if telling you to come to her. If you look very carefully at the bottom of the picture, you will also see a large serpent (snake) with its mouth open ready to bite. The Blessed Virgin is standing on the snake. This means that the snake is like the devil trying to make you sin, but the Blessed Virgin is holding him down and will not let him hurt you if you love the Blessed Mother. We love the Blessed Mother if we say the Hail Mary lovingly or say short prayers to her, or put flowers in front of her statue. What do I do to show the Blessed Mother that I love her?

Holy Mary, pray for me. Keep me from sin. Thank You, God, for giving us such a loving tender Mother.

December 10 — Mother Most Pure

A lily is a sign of purity. You often see pictures of Mary

holding a lily. That tells us that Mary's soul was as pure as a lily. God lives in a pure soul. Our soul is pure when it is free from sin. God wants our souls to be as pure as the lily. How is my soul? (Pause.)

Dear Jesus, I am sorry for my sins. Mary, help me to keep my soul pure and clean. I will say a Hail Mary right now to you. Mother most pure, pray for us (3).

December 11 — My Tongue

My tongue is little. It is a gift from God. I must use it the right way. Once a saint said that our tongue is like a bridle of a horse. We can guide a horse with the bridle. We can make the horse obey, to stop, turn left or right. So we should guide our tongue, speak when we wish, stop, obey, and tell the truth. Have I not many times used my tongue to hurt others? (Pause.)

O Jesus, help me to use my tongue the right way. Let me be honest, truthful, and kind. O Jesus, keep me from sin (*three times*).

December 12 — How Great God Is

God sees everything. He sees all that we do. God knows what you think, say, and do. You cannot hide anything from God. God saw Adam and Eve disobey. He punished them for it. He sent them out of Paradise (pause).

O Great God, help me to think of You. Help me to remember that You see, hear, and know every little thing I do. I am sorry if I at times try to hide things from You. My dear Guardian Angel, remind me that Jesus sees me. Holy Guardian Angel, watch over me and protect me!

December 13 — St. Lucy

When St. Lucy was a little girl, her mother was very ill. Lucy prayed and prayed in church so that her mother would get well. Suddenly a saint appeared to Lucy and said, "Lucy, your mother will get well, but you will have to give God a big sacrifice." The next morning her mother was well. Lucy gave up all her money to the poor. She became a Sister. Am I happy to make a little sacrifice to help others? Am I willing at least to let others go first in line? (Pause.)

Sweet Jesus, I know I have been selfish. I am sorry. I will try to think of others more. Today whenever I walk with others, I will let them walk in first. St. Lucy, pray for me (*three times*). Help me to think of others.

December 14 — The Flood

After the sin of Adam and Eve, it was hard to be good. After many years some people did not want to work for God, they wanted only to have a good time. Then others too forgot to love God. They became very selfish and did not obey. God was hurt. He said, "I will have to punish these bad people." So He sent a heavy rain. It rained for forty days and forty nights. All living creatures were drowned except one family who remained good and loved God. Many times am I not careless in working for God? (Pause.)

My Jesus, mercy! Please, dear God, save us from a severe punishment. Have mercy on us.

December 15 — Sinners

God made every person upon earth. He gave us many beautiful gifts. He gave us these gifts because of His love. Yet, there are some people who do not appreciate the gifts that God has made for us. Some people do not want to talk to God, they do not go to church on Sunday and perhaps they even hurt others. We can help those who do not love God. We can pray for them; we can ask their guardian angel to whisper to them so that

they will go to church. It makes God happy when we pray for sinners and ask them to love God. Think now of someone who you know does not go to church (*pause*). Say a prayer for him and ask Jesus also to help you.

December 16 — Jesus Is Coming (Church)

Jesus is coming soon. We shall see Him as a tiny Babe in a crib in church. He is the same Jesus who lives in the tabernacle in church. Have I made extra little sacrifices to prepare my heart for His coming? How do I kneel in church? Do I think of God's being in the tabernacle? Do I talk to God? (Pause.)

O come, Little Jesus, come to our hearts and stay. Today I will make a visit to church and tell Jesus that I love Him (*own prayers*).

December 17 — Getting Ready for the Saviour (Home)

At home Mother is getting the house clean. She is getting ready for the birthday of Jesus. Mother makes many little sacrifices to make us happy.—Do I help her? Do I thank her? Do I thank God for giving me such a lovely mother? (Pause.)

Thank You, God, for my good Mother and Daddy. Thank You for giving Daddy a good job. Today, I will help Mother by playing with my little sister or brother so that she can do her work. Mother most pure, pray for me.

December 18 — Getting Ready for Our Saviour (School)

At school the teacher takes the place of our parents. She tells us what to do. Sister helps us to know and love God. She teaches us how to get along with our friends, how to love and be kind to them.—Do I obey Sister in every little thing she asks me to do? How have I done my schoolwork? If it is hard I could make a sacrifice for my little Jesus (*pause*). St. Ann, pray for me, and help me in my schoolwork as you helped little Mary (3).

December 19 — Trip to Bethlehem

Mary and Joseph had to make a trip to Bethlehem. It was a long hard trip. The Blessed Virgin Mary rode on a donkey. St. Joseph walked. They had no car. It took them a long time to get to the town. Mary was very tired riding all day. St. Joseph was tired also, from walking. Yet, they did not complain. They were happy to offer God something that was hard to do. When I am asked to do something which is hard, am I happy to do it, or do I fuss and cry? (Pause.) St. Joseph, help me to obey as I should. St. Joseph, pray for me (3).

December 20 — Why a Trip to Bethlehem

A short time before the little Baby Jesus was born, Mary and Joseph had to take a trip to a town far away called Bethlehem. They took this long trip because the king of their country wanted to know how many people there were living in his land. So, the king sent out a message that all people must come to hand in their names. St. Joseph and Blessed Mother had to go, too. They knew the trip would be tiresome and long, but they obeyed. Can I say that I obey those who take care of me? Even if it is hard?

Good St. Joseph, teach me to do what I am asked to do. Help me not to complain. St. Joseph, pray for me.

December 21 — St. Thomas, Apostle

St. Thomas was one of Jesus' helpers. He went to many different countries to teach the people how to be good. I am going to a Catholic school. Sister teaches me about God. Do I try to remember what she said so that one day I can tell others about Jesus? Do I pay attention? (Pause.)

My Jesus, I love You. I want others to know You too. I

want them to love You and come to heaven. My Jesus, I love You. Help me to know You (3).

December 22 — My Gift for Jesus

Jesus will soon be here. Christmas is coming. Do I have my gift ready for Him? Is my little candle of sacrifice lit? Did I make any sacrifice at school? — at home? — at church? — on the playground? (*Pause*.)

Thank you, Mary, Joseph, St. Ann, and my Guardian Angel for helping me and for reminding me to make sacrifices. Now I am happy. Sweet little Baby Jesus, bless me for each little sacrifice I have made. Little Jesus, I love You. Come to me.

December 23 — No Room

When St. Joseph and the Blessed Mother came to Bethlehem, they could not find a room to spend the night. All the places were crowded because many other people had also come to enroll. St. Joseph felt very unhappy to think that he could not offer the Blessed Mother a place to rest. He was very kind and thoughtful. The Blessed Mother knew that St. Joseph was trying hard to help her. Finally they found a small stable with some soft dry hay. Here they spent the night. Am I kind and thoughtful of others? When I see someone needing something, do I

offer to help? Now ask St. Joseph and the Blessed Mother to give you a loving heart (*pause*). Holy Mary, pray for us.

December 24 — Silent Night

The night on which the child Jesus was born was very quiet. This was an unusual night. The stars were shining brightly. The sky was clear and everything seemed so very still, as if waiting for something big. Yes, something big will happen. Christ is coming as a little Baby. He will be born in the poor stable. O Silent Night! O Holy Night! (*Pause*.) My God, I adore Thee, I love Thee, and I thank Thee.

December 25 — The Birthday of Christ

In the poor lonely stable where St. Joseph and the Blessed Mother spent the night the little Christ Child was born. O that tender loving Baby lying on the straw! Beside Him are St. Joseph on one side kneeling and lovingly looking at the Babe. The Blessed Mother with tender arms caressing Him on the other side. Her heart is filled with joy. All around are angels singing, "Glory to God." Now, for a while just think of how beautiful and loving the little Christ Child is. He is holding His tiny hands out as if for you to kiss them and caress them. Maybe you could pick Him up and just love Him (*pause*).

Little Jesus, I love You! (*Three times*.)

Playing With Words

Here are 50 definitions of words. Each of the words is composed of letters found in "Saint Patrick."

The Definitions

1. Man's moral, religious, or emotional nature
2. Perfume obtained from flowers
3. Wild or extravagant language
4. Mark left by a healed cut
5. Very steep slope
6. Exclamation for driving away a cat
7. Short humorous sketch
8. Insincere talk, hypocrisy
9. Drink little by little
10. Drug for headaches, colds, etc.
11. Handwriting
12. Heap of stones over a grave
13. Whole or complete; uninjured
14. Size of type; 12 point
15. Standing still; at rest
16. Narrow band or strip of leather
17. Unit of weight for precious stones
18. Commander of a ship
19. Part of the circumference of a circle
20. A small present of money
21. Having great size, strength, or power
22. Writ ordering an officer to arrest a person

**Sister M. Celestine Xavier,
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23. Black, sticky substance obtained from wood or coal
24. Space just below the roof in a house
25. A sheet of ice for skating
26. A sweet dried grape
27. A small bit of fire
28. A slight quarrel
29. Cut the edge of cloth in small scallops or notches
30. Unit of measure equal to half a quart
31. Course for running or racing
32. Little pamphlet on a religious subject
33. Film, usually green, on the surface of old bronze
34. Strong supporter of a person or cause
35. Entirely, completely, stiff
36. Famous person in some art, profession, etc.
37. Set moving, going, acting
38. Sour; having a sharp taste
39. Strike with the open hand
40. Work to be done

41. Land set apart for the pleasure of the public
42. Narrow channel connecting two larger bodies of water
43. Breathe hard and quickly
44. Mark lines of poetry into feet
45. Skill in dealing with people
46. Bring up, rear, teach
47. Instrument once used for torturing people
48. Rack with shelves for books
49. Machine used by sailors to hoist the anchor
50. Consonant uttered with perceptible expulsion of breath

The Words

1. spirit 2. attar 3. rant 4. scar
5. scarp 6. scat 7. skit 8. cant 9. sip 10. aspirin
11. script 12. cairn 13. intact 14. pica
15. static 16. strap 17. carat
18. captain 19. arc 20. tip
21. titanic 22. capias 23. tar 24. attic
25. rink 26. raisin 27. spark
28. spat 29. pink 30. pint
31. track 32. tract 33. patina 34. partisan
35. stark 36. star 37. start
38. tart 39. spank 40. task
41. park 42. strait 43. pant 44. scan
45. tact 46. train 47. rack 48. stack
49. capstan 50. spirant

For Dramatization in the Lower Primary Grades

The Blessed Mother's Colloquy

Sister Benedict Julie,
S.N.D.

Santa Barbara, Calif.

[*The Blessed Mother is seated on a stool beside the manger.*] BLESSED MOTHER:

"How beautiful my Baby is! Dear little God, my own dear Baby Boy.

"He was so sweet when He opened His little eyes and looked at the little boy shepherd, who gave Him his pet lamb.

"How good these shepherd folks are, so poor themselves, yet so generous in giving the little they have. They brought some goat's milk and some cheese which was very good. They also brought bread and a leg of mutton already cooked, which, I think, would have been the dinner of these poor shepherds.

"The sheep skin was large enough to make a warm cover for my Little One. Many blessings will come to these shepherds for being so good. St. Joseph is still sleeping, he is so tired. He has had a weary day of it. Every place is so crowded and no room even in the courtyard. It was the blessed will of Jehovah that His divine Son should be born here in this stable. It is not so bad, at least it keeps us from the cold wind.

"The dear beasts seem to know they are in the presence of their Creator. The cow keeps looking toward us and has not eaten any of the straw which is near us. The little lamb lying here is keeping my feet so warm. He hasn't moved since the shepherd boy placed him there.

"He is opening His eyes. How adorable!"

[*The Blessed Mother takes him into her arms and sings Him a lullaby.*]

[*The following songs may be used: "Sleep, Holy Babe," p. 14, St. Gregory Hymnal, pub. by the St. Gregory Guild, Inc., 1705 Rittenhouse Sq., Philadelphia, Pa., or "I Will Sing a Lullaby," p. 79, Songs (For Every Purpose and Occasion), pub. by Hall and McCreary Company, Chicago, Ill.*]

For Choric Speaking in Upper Grades and High School

Christmas Tidings

Sister Rosaria, O.P.

Catholic University
of Puerto Rico

unison	Behold an angel of the Lord In brightness clothed, quite suddenly Appeared upon the hillside bleak, To shepherds watching o'er their flocks, And quieted their nameless fear, By tidings of the greatest joy.
light voices	"This day," he said, "is born to you A Saviour, who is Christ the Lord. "And all of this has come to pass "In Bethlehem, King David's town."
dark	How far is it to Bethlehem? Not very far.
light	Can we find our way by night? Yes, following the star.
medium	How shall we know the Holy Child? There is this sign.
light	"Wrapped is He in swaddling clothes, "And in a manger lies."
unison	And suddenly, there was with the angel A multitude of heavenly army, Praising God and singing "Glory to God in the highest "And on earth, Peace, to men of good will."
medium	And so the shepherds came with haste Unto the stable bare
unison	To see the Word that had come to pass, Mothered and cradled there.
dark	And seeing, they understood the Word,
dark & med.	And falling down, adored.
light	They left behind a little lamb,
dark	And one of them, his dog.
unison	And hurried out of Bethlehem To glorify their Lord.
unison	"God, the Prince of Peace has come!" They sang to all and sundry. "His light has shone on us this day; "We radiate His glory."
light	Oh, come ye all to Bethlehem!
dark & med.	What there shall we find?
light	Mary and Joseph and the Child
unison	Repeat for you each Christmastide The mystery of Love divine.

A "Merry Christmas" Acrostic

Sister Marie, S.C.H.

St. Andrew's Convent
Eastern Passage, N. S.

M is for Mary. 'Tis her little Son
Who brings to us all our Christmas
fun.

E is for Eve — Christmas Eve, you
know,
When stockings are all hung up in
a row.

R is for Reindeer, loaded with toys
That Santa will give to good girls
and boys.

R is for Red, the Christmas color —
The one we choose beyond all other.

Y is for You. We welcome you here,
And hope to give you a night of
good cheer.

C is for Christ, in Bethlehem born —
Born in a stable on Christmas morn.

H is for Holy — that Holy Night
When all was bright with a heavenly
light.

R is for Rejoice — Rejoice, every one!
The earth is glad, for the Saviour has
come.

I is for Infant, so gentle and sweet;
He is calling us all to kneel at His feet.

S for the Star that shone so bright,
And S is for Shepherds who first saw
the light.

T is for Tree — the dear Christmas
Tree,
So full of gifts for you and me.

M is for Manger — the Manger Bed,
Where the little Lord Jesus laid down
His sweet head.

A is for Angels, who sang in the sky,
"Glory to God — to God Most High."

S is for Santa, the Spirit of Christmas,
The Spirit that brings to us all

"A MERRY CHRISTMAS"

Make letters about 3½ inches tall.
Cover them with bright silver paper
or silver glitter. Staple them to crowns
of heavy paper — preferably green.

Have children standing in line on
the stage when the curtain opens.

Our Nation and the World

Sister M. Claver, O.S.F.

Mount Alverno
Sierra Madre, Calif.

"What are you doing this afternoon?" All heads turned to the speaker at the door, for it was none other than the Reverend School Superintendent of the diocese of Sacramento.

"We are having review in history and geography."

"I suppose you hate history and geography," came the quizzical retort.

"No, Father, these are our best subjects." Turning to the board, Father read the outline of the lesson headed by the slogan, "Respect all nations and have affection for your own, the land of the brave and the free." This episode happened some years ago and gave rise to a challenge to write about this phase of our social studies.

God's Providence and the Nations

We have made progress in the teaching of the social studies with the result that our pupils are more aware of God's providential ruling; in recognizing that natural resources are sprinkled over the face of this globe so that we can share God's gifts with each other as becomes children of the same heavenly Father. We have taught our pupils that these facts were recognized in the Middle Ages and have found expression in more modern times in international trade unions and international commerce flanked by international laws. Yet, we have not stressed one important aspect which lies embedded in the Declaration of Independence.

Thomas Jefferson declares in this immortal document that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. These words have been the lodestar of our American principles and policies whether foreign or domestic. In it we Americans recognize the right of the individual to work out his destiny but also that of other nations. In Divine Providence, each nation exists for a purpose which leads to supernatural results, or its destiny. A few examples from history will illustrate this statement.

Preparation for the Messias

Ancient Egypt perfected the use of papyrus as a writing material, while at about the same time the Phoenicians invented the alphabet to facilitate trade in their numerous colonies. Providence used these factors to prepare the world for the coming of the Messias. Between 250 and 200 B.C. Holy Scripture, for the first time, was translated into Greek, known as the Septuagint. This was done in Egypt. The Phoenicians acquired scrolls of the entire translation and sold them to the centers of learning in Athens, Alexandria, and Rome. Single scrolls containing prophecies were traded along the shores of the Mediterranean, Atlantic, and Baltic seas. The countries of Asia, too, had heard of these tidings through captive Israel. How wonderful is the ruling of Providence! Modern history affords us many examples. Ireland, the Isle of Saints and Scholars, struck deep roots of the ancient Faith and three hundred years of persecution brought it closer to the Crucified. When England as a nation apostatized, Ireland provided priests and Brothers, Sisters and teachers for the English speaking world. And what about France? Here we encounter the intervention of God through St. Joan of Arc. France once more became a fort of faith. It was from there that God revealed to the world His great love and tenderness, His Sacred Heart burning with love for us. Italy, Rome, and Vatican City and their purpose of existence may be pointed out by the pupils themselves.

What About America?

Invariably, one or the other member of the class will raise the query, "What about our own country?" This is best answered by showing an illustration of the Statue of Liberty with the inscription on its pedestal:

Give me your tired, your poor,
Your huddled masses yearning to breathe
free,
The wretched refuse of your teeming
shore,
Send these, the homeless, tempest tossed
to me:

I lift the lamp beside the golden door.
It is thus that our pupils will learn that each nation comes under the special care of our heavenly Father and reverence and respect will be spontaneous. Evil men have tried and are trying to bring the work of God to naught; but in the end they will have to acknowledge their defeat.

Let Them Paint

There is nothing more delightful than to take a brush, dip it into paint, then make something come alive on paper, even though it is simple brush lines. Introduced to this pastime, a child soon becomes so absorbed in his simple creation that he forgets time and his surroundings. By means of brush and paint, he can make visible his dreams of beauty. These may not result in the particular picture or object he has in mind, or in a masterpiece; nevertheless, the experience will be satisfying because of the fun of mingling beautiful colors as he swishes his brush back and forth across the paper or canvas. The following method has proved quite successful for the seventh and eighth grades.

Beginning Lessons

How do we begin the first lesson? Use showcard colors. Get jars of yellow, red, blue, purple, orange, black, green, and a large jar of white. Get at least two brushes, numbers 6 and 10. Get large size sheets of white drawing paper or newsprint.

The first work in painting can be merely lines to familiarize the pupil with the various uses and movements of the brush. Divide the drawing paper into four parts and fill each part with lines of different colors. In some spaces re-cross lines such as red over the blue, and in each instance use different line combinations such as the wavy with the zigzag, the scallop with the straight, the half circle with the spiral, or the S-curve with the straight.

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Shapes of Solid Colors

The next exercise is one of solid colors. Again the paper is divided into various sizes using shapes similar to the square, oval, circle, oblong, rectangle, triangle, or other forms. These areas are painted different solid colors. To add variety and at-

tractiveness, do not have any of the colors or areas that are similar close together.

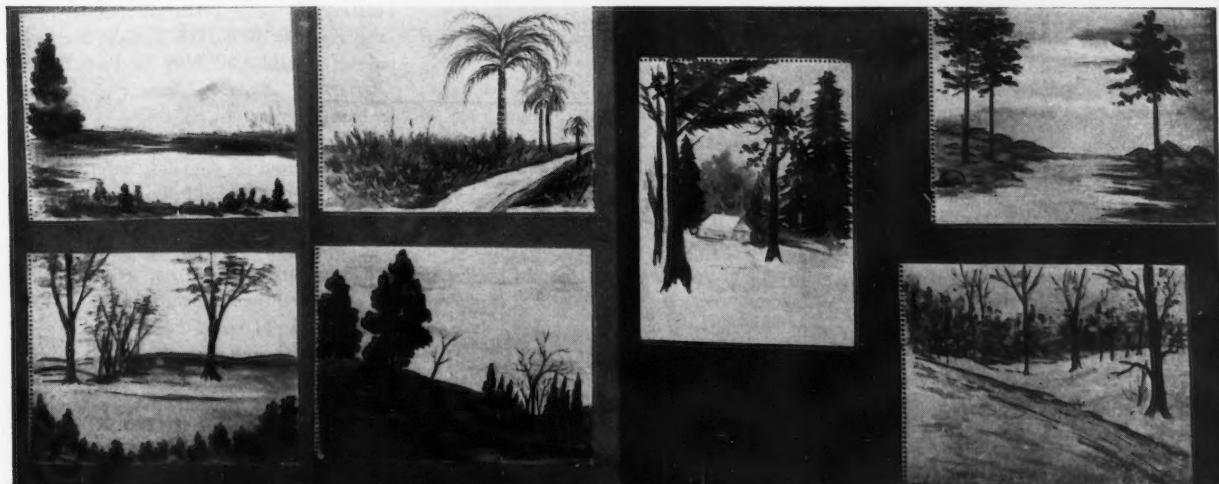
Drawing Texture

From the flat color exercise comes the exercise in texture. Divide the paper into four or five uneven areas, and with various colors and methods try to make each area appear different from the others producing the effect in each of a type of texture such as grained, rough, smooth, sandy, etc. This exercise results in a colorful page which may be used later as a reference for space-filling backgrounds.

(Continued on next page)



Papier-maché and cardboard boxes were used for these representations of Noah's Ark and the First Thanksgiving Day.



Simple sketches from notebooks of seventh and eighth grade children.



Problems in texture, line, and area suggested for grades 7 and 8.

"Scribbling with the brush" is a nice follow-up after texture. The children begin by loading the brush with any color they wish, and fill the entire page with lines of two or more colors without a division of areas. The result of this exercise is often surprising. The completed pages when examined show objects resembling a shoe, duck, umbrella, etc.

Paint Sketches

After these exercises simple sketches may now be painted. Use spiral drawing books. Draw a horizon line either below or above the middle of the paper. Mix blue and white showcard to paint the sky. Leave the lower division of the page white or cover over the white with blue touches

of paint here and there. When the paint is sufficiently dry, dip the brush in black show card color and paint an outline tree at one side. In drawing the tree, begin at the bottom and extend the line up as tall as you wish the tree to go. After the body of the tree is finished add the branches. Black outlined branches against a blue sky make an attractive winter scene which may be textured by dipping a toothbrush into white showcard, and with a pin held sideways pull it across the brush while holding it near the picture. The effect is that of falling snow.

After the first scene it is easy to go from one scene to another by changing the horizon line, the types of trees, and the colors.

high school teachers to pass on the responsibility to those teaching on the grade level is not wholly unfounded. The right of a teacher to presume a certain amount of knowledge on the part of students is too frequently nullified when the teacher discovers that the knowledge just does not exist. Parts of speech, proper grammatical constructions, correct use of punctuation, and other skills have become but feeble rays of light on the clouded horizons of their minds. Too many know but little of what they should know, and sad to say, too many care less.

Teachers themselves may not be thoroughly convinced of the importance of building up the positive attitude of receptivity in their students, and some lack adequate time for careful consideration of methods and techniques. Unfortunately a teacher rarely is so fortunate as to be assigned a straight English program.

In my own experience of some twenty years in the classroom I have found that a variation of methods is likely to pay the biggest dividends. The teaching of grammar from the linguistic viewpoint has an added element of interest for both students and teacher that gives the subject a new flavor, and removes from it much of the odium that has so long been a part of it. In this method the student is given formulas to change into sentences. Such an example of a formula is $1^a 2 1^b D 1^c C D^d 1^e, C 1^b 2 1^b D 1$. The students must be given the code and then arrange the sentences in the exact order of the formula. It presumes, of course, that students know their parts of speech, and it enables them to understand English better and to use it more effectively. The staggering complexity of the language does not lessen the fact that it has structure, and through such a method students are helped to a better and more thorough knowledge and appreciation of it. The method mentioned above is explained fully in Paul Roberts' *Patterns of English*. I have made here but a bare reference to it.

This is only one of many ideas that could be used to stimulate interest in the subject, but I am fully convinced that until we succeed in striking at the roots of the problem and obtain the conviction for which we are striving, that we cannot hope to overcome the barrier that now exists.

Certainly I would be the last to say that there is any panacea for the problem at hand, rather must each teacher herself find ways and means to take the sting out of the subject of grammar by furthering methods that will prove to be challenging, interesting, and at the same time instructive. We have to get away from the

Arouse Interest in Grammar and Composition

One of the biggest problems facing the high school teacher of English today is that of *selling* the subject to her students, helping them to realize its cash value in terms of a greater rate of productivity for themselves when they step out into the business world or continue on into college.

The problem all of us face is that of breaking down the age-old barrier (which, perhaps, we ourselves may have had a hand in building), set up against the subject by high school students *en masse* from over the years. Too many of our young people have built up a resistance to the subject that tends to make their attitude of receptivity almost nil. This is especially true as regards the study of grammar. Social and business conventions of our day demand that young people should be well trained in the language they are required to use for a lifetime. From a psychological standpoint we know that the amount of energy we are willing to expend in performing an act or in acquiring a skill will be in direct proportion to the value we

**Sister M. Riccarda,
F.S.P.A.**

Kuemper High School
Carroll, Iowa

attach to the acquisition of that skill.

As teachers of English ours is the gargantuan task of breaking down biased attitudes that have been nourished over long periods of time. At different periods of one's life estimates of value will differ, and new experiences can cause any of us to substitute new values for old ones. Our students must become personally convinced of the value of the subject we are teaching, and we must exert every effort to try to establish this conviction. The satisfaction they will derive from actual accomplishment will, in itself, be an incentive to greater effort on their part.

The tendency of college professors to blame the high school teachers and of the

heterogeneous massing of factual material that we hope will lead to a mastering of essentials and devise some method that will make for an ordered presentation of those things which must be taught.

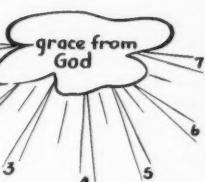
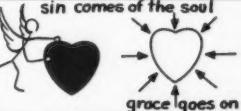
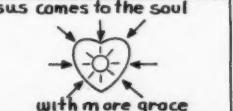
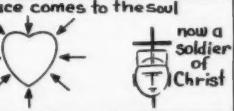
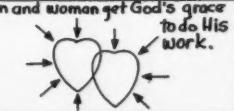
It is self-evident that freshmen high school students must be alerted to the functional value their English course holds for them in its relation to every other subject they will take. We must teach them that business courses they may later wish to study will be of little value if they are unable to handle the essentials of punctua-

tion, capitalization, paragraphing, etc. Their efforts to write creditable compositions in history, science, and in other subjects will lead to nothing but low marks and frustration if they are not willing to learn the rules that govern the writing of compositions. The difficulty of learning a foreign language would be in great part eradicated if students knew first and foremost their own language, which sad to say, is the most foreign of all to them. So we might continue through every course in the curriculum.

My Sacrament Book

Sister M. Charles Veronica, C.S.J.

St. Augustine's School, Brooklyn 17, N. Y.

<p>My Sacrament Book</p> 	<p>What is a Sacrament? A Sacrament is an outward sign instituted by Christ to give grace.</p> <p>How many Sacraments are there? There are seven Sacraments: Baptism, Penance, Holy Eucharist, Confirmation, Holy Orders, Extreme Unction, and Matrimony.</p>  <p>barber pole outside of a barber shop tells that a barber is inside.</p>	<p>Baptism outward sign: Father pours water on head of one being Baptised.</p>  <p>original sin comes off the soul grace comes</p>
<p>Penance outward sign: Father blesses after a good confession.</p> 	<p>Holy Eucharist outward sign: Father puts the white host on the tongue.</p> 	<p>Confirmation outward sign: Bishop taps the cheek, blesses person with oil.</p>  <p>A new name is taken.</p>
<p>sin comes off the soul grace goes on</p> 	<p>Jesus comes to the soul with more grace</p> 	<p>grace comes to the soul now a soldier of Christ</p> 
<p>Holy Orders outward sign: hair is cut, fingers are tied and blessed by the Bishop.</p>  <p>Sponsor</p>	<p>Extreme Unction outward sign: Father blesses eyes, nose, mouth, hands, feet to forgive sins that these sense committed</p> 	<p>Matrimony outward sign: priest is God's witness.</p>  <p>Ring is blessed A tie is made forever.</p>
<p>grace comes to the soul, "thou art a priest of God forever."</p> 	<p>grace comes to the soul. It helps it to get ready for trip from earth to heaven</p> 	<p>man and woman get God's grace to do His work.</p> 

CILDREN of today are so accustomed to visual aids before they come to school that the teacher must find new and varied ways to enliven the most important of all subjects — religion.

The following plan was used with great success and enthusiasm with both Catholic-school children and those that come for religious instruction from the public schools. The project took in at least eight lessons, and after the whole was finished, even the slowest of the group had a personal, vivid understanding of the seven sacraments.

Any approved Catechism text can be used that contains the definition of a sacrament and each sacrament. When texts are not available, the teacher's explanation together with these simple drawings leaves a practical and indelible mark on a child's memory. This device is most suitable for children between the ages of eight and twelve. The accompanying illustration shows nine pages (including cover) of a child's booklet.

Cover depicts a cloud with God's graces pouring down in seven rays.

Introduction contains definition of a sacrament and the drawing of a barber pole to show the meaning of an outward sign.

Baptism shows the baptismal font as priest pours the water over baby's head. As with all the sacraments, the second part of the page is devoted to the change that takes place in the soul when the sacrament has been received.

Penance shows the priest blessing the penitent.

Holy Eucharist shows the priest placing the Host on the tongue.

Confirmation shows the Bishop tapping the cheek and blessing the person with oil. It is noted that a new name is taken.

Holy Orders shows the priest-to-be with hands tied, being blessed by the Bishop. It mentions here that the tonsure is also received.

Extreme Unction shows the sick person in bed and the members that the priest anoints at this time.

Matrimony shows the priest witnessing the marriage ceremony. It stresses the fact that the two marry each other; the priest is God's witness.

This can be very easily worked out with crayons, pencil, and five sheets of drawing paper (small size). The book will be kept long after the lesson is complete and serve as a reminder when the pupil has something to recall about a sacrament.

Integrating Mary into the Elementary School

The True Devotion gives youth a purpose for all it does. Mary will radiate from the classroom where the religious teacher will find so many opportunities to make Mary a part of the different school subjects. In the English class, the theme of compositions and poems can be Mary. Handcraft classes can make Marian shrines and art classes can display symbols depicting different phases of Marian devotion. The many, many beautiful volumes written about Mary will certainly stimulate good reading. In the school where the True Devotion is practiced classroom projects will take on a new light. Thus the actions of the child consecrated to Mary will be truly effective. The more the child lives his consecration the more will he think of offering his actions to Jesus through Mary and the more meritorious will they be for eternity.

Through the True Devotion the two beautiful virtues of humility and charity will be instilled into the heart of every child. He will begin to realize that as an imperfect creature who offends God by sin, he is not worthy to approach God directly and so goes to Him through the great advocate, Mary.

When a child places his good actions into the hands of Mary, he can be taught that what he puts into Mary's hands, no matter how good it may appear to him is still imperfect and unworthy in the sight of God. But Mary, before she presents it to God will purify or sanctify the good works so they will be worthy of God.

Charity is practiced in a very high degree because the child, by giving Mary all that he holds dear, lets her dispose of it at will for either the living or the dead.

If the True Devotion is faithfully practiced, it will produce happy effects. Mary will play an important part in the life of the child and her life will be established in his soul. A child leading such a life will not go astray, err seriously, or suffer despair for Mary will sustain him. Such a child will be kept in the grace of God. We know Mary will not be outdone in generosity. She will see to it that all who are devoted to her so intimately will be rewarded a hundredfold.

The religious teacher will note that a

Sisters Charlotte & Karlene, O.S.B.

St. Thomas School

Fort Worth 6, Tex.

child, after consecrating himself to our Lady entirely, will share in Mary's faith. Just as Christ was dependent on and was subject to Mary, so will he be. This dependence will deepen in him spiritual security.

The thought that after consecration his body is no longer his own, but is consecrated to the Virgin Mary and her divine Son will be a great incentive for the youth to avoid sin and its occasions. Immodest fashions will not be alluring to any girl consecrated to Mary because by constantly being Marian minded she will realize that modesty bespeaks feminine charm.

Little penances and mortifications as enduring a toothache or headache, being kind to one who is boring, being cheerful when one is not in good spirits, so often encouraged during Lent with the hope that they will carry on into the everyday life of the child, will be joyfully endured for Mary.

St. Louis DeMontfort promises that



those who enter into the practice of total consecration will experience Mary's sweetness and her maternal goodness and will love her tenderly.

In his treatise on the True Devotion, DeMontfort says, "This devotion makes us give to Jesus and Mary, without reserve, all our thoughts, words, actions, and sufferings, every moment of our life in such sort that, whether we wake or sleep, whether we eat or drink, whether we do great actions or very little ones, it is always true to say that whatever we do, even without thinking of it, is by virtue of our offering done for Jesus and Mary.

We should impress upon the children that the consecration is not an empty gesture. In consecrating themselves they bind themselves to live or try to live the full perfection of a life in Christ. Such a child will attend Holy Mass daily if possible and frequent the sacraments. He will have greater devotion in daily prayer. He will acquire a real love for the Blessed Virgin, a love that will show itself in personal holiness and active Catholicity.

As the children grow older, they will become zealous apostles of Mary and use their energy to make her better known. This devotion to Mary will not end when the child finishes school. On the contrary, many who have practiced the True Devotion as students are doing great work in Catholic Action in the Legion of Mary which was inspired by the teachings of St. Louis DeMontfort.

It has been proved that where the Legion is working in parishes, the fervor of the parish is increased. Where it is working in schools the results are amazing. Vocations to Christian marriage, to the religious life, and to the Holy Priesthood are found and followed.

Let it be the aim of every religious teacher to make her students as Mary conscious as it is in her power to do so. May they develop that deep interior union of the soul with Christ through closer union with Mary. Much of the success of this noble work will depend upon the prayers for and the encouragement of every child in a Catholic School. May every Catholic child in America live in union with Jesus through Mary.

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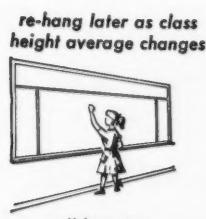


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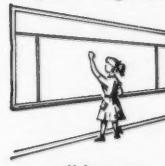
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Catholic Education News

AD MULTOS ANNOS

★ REV. JOHN BAPTIST JANSSENS, S.J., celebrated his golden jubilee as a Jesuit on September 23. Father Janssens has served as General of the Society of Jesus since 1946.

★ SISTER M. ALEXIA, a sister of St. Agnes, Carnegie, Pa., celebrated the fiftieth year of her profession in August. Sister Alexia has taught in various schools in this country, and has done missionary work in Nicaragua.

★ REV. JOHN J. ALBERT, S.S.J., celebrated the golden jubilee of his ordination on September 22. During the half century of his

priesthood, Father Albert, a Josephite Father, has served in this country, and has done missionary work in the Caribbean. Father Albert was editor of *The Colored Harvest* and is now a contributing editor of *St. Anthony's Monthly*. In commemoration of his golden jubilee, his *Reminiscences: Fifty Years on the Missions* has been published.

★ BROTHER ARCADIUS PATRICK, F.S.C., a Christian Brother on the faculty of St. Mary's College, celebrated his golden jubilee on October 12. Brother Patrick was honored with a solemn high Mass, at which the officers were all his former pupils. He was born in

Ireland and came to this country in 1907. Brother Patrick has taught in the New York district, was a director at the novitiate of the Christian Brothers in California, and principal and religious superior at the Christian Brothers school in Sacramento, Calif.

★ REV. CHARLES H. METZGER, S.J., a former professor of history at Loyola University celebrated his golden jubilee as a Jesuit priest on September 19, at West Baden College, West Baden Springs, Indiana. Father Metzger is recognized as a leading authority on the American Revolution. He has written *The Quebec Act* and is presently completing a manuscript on the roles Catholics played in the Revolution. Father Metzger is an active member of the American, Catholic, Mississippi Valley, and Indiana Historical societies. Before teaching at Loyola University, Father Metzger taught at the University of Detroit and has been associated with the Chicago University and its West Baden School since 1934.

★ REV. THOMAS J. MOTHERWAY, S.J., professor of dogmatic theology at St. Mary of the Lake Seminary, Mundelein, Ill., celebrated on October 15 his golden jubilee as a member of the Society of Jesus. His brother, Rev. Aloysius T. Motherway, S.J., of St. Louis University, was deacon of the Jubilee Mass.

★ BROTHER I. AUSTEN DELANEY, has celebrated his 60th year in the service of our Lord as a Christian Brother. More than a half century of his religious life was spent in the Chicago Archdiocese, including 30 years on the faculty of De La Salle High School, there. He is a former president of the Chicago Catholic High School Athletic Association. He has taught religion daily at Cretin High School, St. Paul, Minn., since his transfer from Chicago a year ago.

HONORS AND APPOINTMENTS

Catholic Action Medal Awarded

THOMAS E. MURRAY, a former member of the Atomic Energy Commission, has received the 1957 Catholic Action Medal from St. Bonaventure University. The medal was presented on October 4, feast of St. Francis, at a banquet opening the celebration of the Centennial of the University.

Priest Wins Poetry Award

REV. DANIEL J. BERRIGAN, S.J., a lecturer in theology at the summer school of Fordham University and at Le Moyne University, Syracuse, N. Y., has won the 1957 Lamont Poetry Selection. Father Berrigan's first volume of poems, *Time Without Number*, has just been issued by the Macmillan Company.

Geophysical Scientists

REV. HENRY F. BIRKENHAUER, S.J., director of the seismological laboratory at John Carroll University, Cleveland, Ohio, and Rev. EDWARD A. BRADLEY, S.J., of Xavier University, Cincinnati, Ohio, left, November 14, to join American expeditions to the Antarctic participating in the International Geophysical Year.

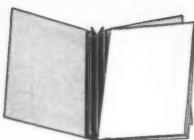
Named University Vice President

REV. PAUL J. SOMMAR, C.M., has been appointed executive vice-president of Niagara University, N. Y.

(Continued on page 100)

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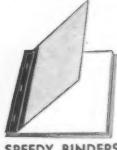
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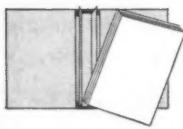
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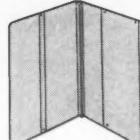
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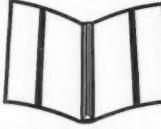
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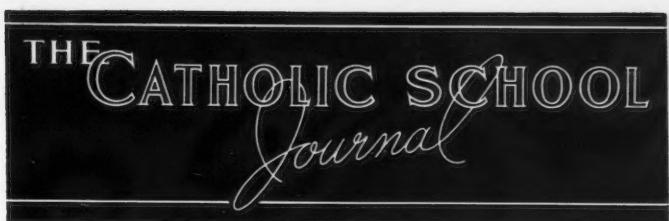
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Management Section — December, 1957

THE PASTOR...

Part 1: The Business Manager

● THE KEY figure in the Catholic parochial school is the pastor. He is in many places principal, business manager, teacher of religion, public relations expert, financier, chief janitor or plant superintendent, and superintendent of grounds and maintenance. He is on both the business side and the educational side, the *de facto* boss, or to put it more sympathetically, he has the whole responsibility. It might be well to examine the pastor's relation to the school both on the business side, in this article, and on the educational side, which will appear in the next issue.

By DR. E. A. FITZPATRICK

Editor, Catholic School Journal

The Third Plenary Council of Baltimore (1884)

The Third Plenary Baltimore Council in 1884, during a period of rapid secularization of the public school, determined Catholic policy in the United States: that there should be a parochial school in each parish, not inferior in the secular subjects to the public schools. The Bishops not only exhorted, but commanded parents to give their offspring given to them by God a truly Christian education. And to do this, they were to "send their children to Catholic and, especially, parochial schools, unless, indeed, the bishop of the diocese judge in a particular case other provision may be permitted."

Let us first understand the position of the Catholic school in our social life. It does not operate in a social vacuum. It must

...AND THE SCHOOL

conform to the general laws of the state, the regulations of the State Board of Education, and the decisions of the State Commissioner of Education (or State Superintendent of Schools). The main protection of the parish in the building of its school should be a competent school architect, but both pastor and principal should be acquainted with the requirements.

The Oregon Decision and the Parish School

The main factor in the parish school situation is the compulsory education and child labor laws. The continued existence of the parish school depends on the acceptance of attendance at parochial schools as meeting equally with public schools the requirements of the compulsory education laws. While there have been some who believed—including former President Conant of Harvard—that all children should be educated in public schools, and a state (Oregon) by popular referendum made such a law in 1922, the U. S. Supreme Court has decided otherwise. In connection with the Oregon law, suit was brought by an order of sisters and a military school. The State court sustained the law, but the U. S. Supreme Court in a memorable decision declared:

Under the doctrine of Meyer vs. Nebraska, 262 U. S. 390, we think it entirely plain that the act of 1922 unreasonably interferes with the liberty of parents and guardians to direct the upbringing and education of children under their control. As often heretofore pointed out, rights guaranteed by the Constitution may not be abridged by legislation which has no reasonable relation to some purpose within the competency of the state. The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the state to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations.¹

The Charge, the Parochial School Is Divisive

In this connection one of the most serious factors in the contemporary situation with reference to the parochial school is the charge that it is "divisive" made by President Conant and others. The Pope in the Encyclical on Christian Education answered the charge by quoting Tertullian from the second century. The American Bishops answered it, too, in the Pastoral of 1955:

It is true that in the case of the religious schools there is a difference inasmuch as they exist to teach positive religion as the integrating element of the curriculum. But surely, religion itself is not a discordant factor in American life. Surely, Christianity, with its primary inculcation of love of God and love of neighbor is not divisive. Only those who teach hatred, teach division; those who teach love, teach unity. How can it be then, that religion in the school should be accused of sowing the seeds of national discord? Rather, is it not obvious that positive Christian training, with its emphasis on the sanctions of divine law, of the natural law and of civil law, on the social nature of the virtues of justice and charity, on the moral obligations of patriotism and public service provides the strongest cement that can possibly bind a nation together? Criticism of these schools at times seems to forget that we are a pluralistic society that postulates not uniformity, but rather unity in variety.

The danger lies in the fact that despite the Oregon decision, if the U. S. Supreme Court using the same kind of sociological data from the same kind of educational "authorities" might easily arrive at a decision inimical to the parochial schools—absurd as such a decision might be.

¹U. S. Supreme Court, Oregon Decision in Oregon School Cases, Belvidere Press, Inc., 1925, pp. 939-942.

Pastor's Leadership in Larger Social Relations of School

It is in the field of these larger social relations of the school that the pastor must furnish informed leadership to both the school and the parish. Knowing the problem in the history of the Church in the United States of trusteeism and its ultimate resolution, it might not be unwise to have a parish school committee elected at an annual meeting of the parish to serve the school and the parish within the framework of state laws and regulations, and episcopal law and regulation. This should take a great burden off the hands of the pastor, even though it may be reasonably expected in many places it will be a rubber-stamp board. Rt. Rev. Msgr. Carl J. Ryan, superintendent of schools, in the Archdiocese of Cincinnati, has been studying the problem and has written some informative articles on the lay teacher and lay interest generally.

Does the Catholic School System Need Equalizing Funds?

Money is the basis of the actual launching and sustaining of institutions, schools and churches as well as other projects. And the provision of the money to launch and sustain a Catholic school depends on the leadership and activities of the pastor. The building and sustaining of a modern parish unit—church, school, convent, and rectory—is a major responsibility and a costly one. The pastor raises the money from his parishioners, and allocates the funds between church and school. It should be noted, however, that parishes and school districts vary greatly in their financial capacity to sustain church and school. It is suggested that diocesan funds, both capital and current, should be created to do the equalizing, similar to the current practice in public education. Only recently in St. Matthew's Cathedral in Washington, D. C., it was announced that a collection would be taken for the poorer parishes in southern Maryland. Obviously, this principle is accepted, and it is more generally accepted in connection with missions to the colored people and to Indians. As president of a Catholic college, it was proposed to me that a drive for funds for an addition to a college plant (worth at the time \$4,000,000) should include solicitation in the parishes. After an examination of the lists of contributors and the amount of contributions, it was clear that a college had no business asking for funds in some of the parishes.

The Nature of the Concrete Financial Problems of a Parish

One of the responsibilities of the pastor is to keep the parishioners informed as to the nature of the financial problems of running a parochial school. In this connection, I was very much interested in the way Father Thomas P. Scannell of St. Michael's parish in Annandale, Va., handles his problems. Before school opens, a meeting is called and the facts are presented to the parents. The charges for the year are announced on written forms. Adjustments are possible with persons designated. An interesting announcement is made on hardship cases:

At the outset, let us emphasize this point: Any parent for whom payment of these fees would constitute a real hardship should contact the pastor. He will make any adjustment that seems indicated. He is a reasonable man (honest!).

One may infer the problems in terms of the charges in this parish which is using school auditorium as the church, and has building obligations in excess of \$450,000. The various charges are:

1. Nonenvelope users pay \$100 annually or in 10 installments.
2. Envelope users pay \$60 a year or in 10 installments for each of two children, no charge for additional children.
3. Bus for children whose parents patronize gas dealers who operate bus for the parish, \$30 a year for each of the first two

children; additional children no charge. Nonpatronizers pay \$40 a year.

4. Fee for books for all grades \$10 a year. Children in first two grades buy theirs, and in other grades, rent them.

5. Accident insurance of \$1.50 a year to protect child from time he leaves home until he returns is optional.

The pastor has placed in the background the fact that an Episcopal school nearby charges \$505 for tuition and activities, and that the Arlington County public schools charge \$460 tuition to nonresidents, i.e., nontaxpaying people.

The Pastor's Problem and the Public School

Thus the concrete financial problem of a parish school is presented. In this school a lay person teaches in every other grade. However, the great problem is the one facing the parochial schools in poorer districts, where in the public school there is no tuition, there are free textbooks, and transportation if necessary, is also free. Such a problem is big enough to keep pastors awake nights. And there is one even more pressing problem—it is the lay teachers.

Rapidly Changing Conditions and New Problems

In the past—not too recent—the religious communities were able to furnish teachers for the parochial schools; some to be sure, not quite prepared for the responsibility of teaching, were taken out of the training program to begin service. In those days lay teachers were regarded merely as "fill-ins," and when new religious became available, they were summarily dropped. We face a new situation today and a much more trying one. The Church is growing at a rapid pace, population is increasing by leaps and bounds, vocations are not keeping pace, and the Sister-Formation movement is extending the amount of teacher

training and education required. The problems incidental to these conditions are enormous. This is even more so if we accept Msgr. Carl Ryan's position regarding the lay teacher: "I am quite convinced that our Catholic schools will never attain their goal of turning out Catholic men and women fully equipped to meet the religious, social, and civic obligations in the United States until we have a liberal supply of lay teachers on all levels of Catholic education from the elementary school to the university."²

And we conclude this subject with the Pope's statement in the Encyclical on Christian Education:

Indeed it fills our soul with consolation and gratitude towards the Divine Goodness to see, side by side, with Religious men and women engaged in teaching, such a large number of excellent lay teachers, who, for their greater spiritual advancement, are often grouped in special sodalities and associations, which are worthy of praise and encouragement, as most excellent and powerful auxiliaries of "Catholic Action."

These are tremendous responsibilities in addition to the pastor's supreme responsibility for the care of souls. While nominally business is basic in the provision of Catholic school, the care of souls is its real business. The dangers are that business aspects may be neglected because of the superficial bothersome business details, as not being the main responsibility, or because of lack of preparedness for the responsibility. Theological seminaries must realize the part the financial side of the parish plays in the effectiveness of the pastor's work, but it must always be a subordinate aspect.

PART II: The Educational Side of the Pastor and the School will appear in the March issue of the CATHOLIC SCHOOL JOURNAL.

²Carl J. Ryan, "The Lay Teachers in the Catholic School," *The Homiletic and Pastoral Review*, Vol. XLVIII, No. 8, May, 1948.

**In evaluating the Pastor and the School,
it seems well to consider the role of —**

Pastor as the Principal

By RT. REV. MSGR. EDMUND J. GOEBEL

Superintendent of Schools, Archdiocese of Milwaukee

● IN DISCUSSING this question, we are confronted with two problems—the role of the pastor and the role of the principal. Both are related to practices in our American parish schools. Each has a definite function in the field of Catholic education.

The word *pastor* is identified with our concept of "shepherd." By virtue of his office, the pastor's work must be focused on the care of souls, for the salvation of souls and their sanctification are the final purpose of the priesthood of Christ. Next to the sacramental system, the school is

the pastor's most effective agency for the mission he has been given by Christ.

As early as 1829 in a pastoral letter addressed to the clergy, the First Provincial Council of Baltimore called attention to the pastor's responsibilities as educators in these words:

Of one other duty, brethren, we would affectionately but earnestly remind you — the solicitude for the instruction of youth. Continue your efforts in the most useful and indispensable line of duty. Thus will you render comparatively light and incalculably more beneficial, the labors of yourselves and of your successors. If the great

truths of religion be not deeply inculcated upon the youthful mind, your discourses will be scarcely intelligible to those who will have been untaught; they know not the facts to which you allude; they do not appreciate the principles from which you reason; they do not feel the obligations which you enforce; your assertions appear to be unfounded, and they grow weary of hearing what they cannot understand; you beat the air and spend yourself without advantage. Unless you watch over them when they are first exposed to temptation, they will be robbed of their innocence, they will lose their horror for vice, they will be familiarized with crime, and when their habits are

thus formed in early life, what prospect can you have of successfully engraving virtue upon this stock of evil which has been deeply rooted in a soil of sin? What a task do you leave for your successors! What an account have you to render to the Great Father of those children entrusted to your care! Beloved, we rejoice to behold your assiduousness in the instruction of youth.

In that statement the Bishops planted the seed of the parish school system in the United States. Through the years that followed, there emerged the parish school. In season and out of season, the American hierarchy with its pastors has provided the leadership that has given to the world a modern miracle — the Catholic school system of the United States.

It is in this perspective that we see the significance of the pastor's role as principal, but we cannot think of him as we do the public school principal. The public school principal has the backing of the laws of the state for the administration of his school. The pastor, however, must rest heavily on the good will of his people and the high ideals of Catholic education if he hopes to administer the parish school successfully.

It is true, of course, that he is the principal of the school because of his

assignment as pastor, but the functional details of administration should be delegated to the Sister superior or Brother who, in reality, is the bona fide principal. The school policies, however, must be shared by both. There cannot be one policy for the principal and another policy for the pastor.

Teamwork, then, is an essential factor in the administration of a parish school. The right hand must know what the left hand is doing. The principal, therefore, may not minimize or undermine the role of the pastor in the administration of the school. She must seek, above all, to keep the good will of the people. In like manner, the pastor must endeavor to foster good will for the principal by supporting her administration of the school. This is as important to the life of the school as breathing is to the life of an individual.

The Pastor has specific responsibilities to:

- ✓ the Bishop
- ✓ the School
- ✓ the Principal
- ✓ the Community

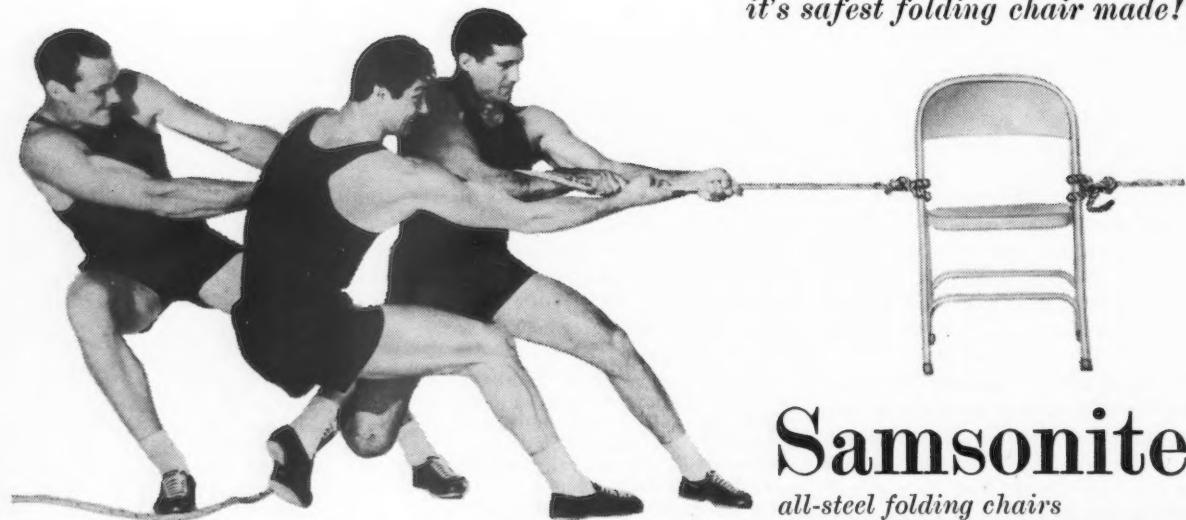
Jurisdiction of the Principal

Generally speaking, matters of functional detail should be strictly the concern of the functional principal. Similarly, matters involving staff relationships and interpersonal relationships should also fall within the jurisdiction of the school principal. The administrator who attempts to administer matters of human relationships by a fiat or through shifting the matter to the pastor breeds frustration and promotes disunity.

Efficient administration depends greatly on training, experience, and educational "know-how." In general, pastors are not trained to administer the internal affairs of the parish school. That work has been and should be delegated to the principal who is usually equipped academically and by experience to carry the torch of leadership.

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The pastor's reluctance — or by the same token, the principal's reluctance — to share authority is usually due to insecurity or the lack of confidence in each other. This type of insecurity frequently reveals itself in a series of negative attitudes or hostility toward one another.

The greatest threat to the successful administration of a school is the lack of knowledge of the real function of Catholic education. It is well for the pastor to keep this in mind. For, to understand Catholic education he must know the relationship of the curriculum, course of study, the academic requirements of a good school, and have an understanding of the nature and meaning of the school's objectives.

The Pastor's Duties

When it comes to the material side of the school, the pastor is supreme. He is primarily responsible for the maintenance of the school. Buildings, teaching and learning aids belong in his province. Likewise, the janitorial and custodial services should be in his hands. It is his duty, too, to provide a living wage for those who function outside of the classroom or for those who are engaged as lay teachers.

The religion program at all levels is broadly conceived to include subject matter and a "way of life." Both must be properly integrated with the total school program. The responsibility for this rests on the pastor and his curates. The course of study to be followed, however, is the responsibility of the Ordinary through the office of the superintendent of schools. It is well for both the pastor and the curates to remember that their devotion to this obligation will have a great bearing on the pupils and the teachers.

Few of us realize the potential educational influence of the priest on both pupils and teachers. To the pupil he represents Christ and His Church, to the teachers he is an example and a counselor. By his very attitude he can raise the religious and scholarship standards of the entire school.

The influence of the priest is not confined to the classroom only. Formally and informally, he is teaching all the time. Everything he does to co-ordinate the youth activities of the parish is part of his program of education. By virtue of his position as pastor, his role in this regard is unlimited.

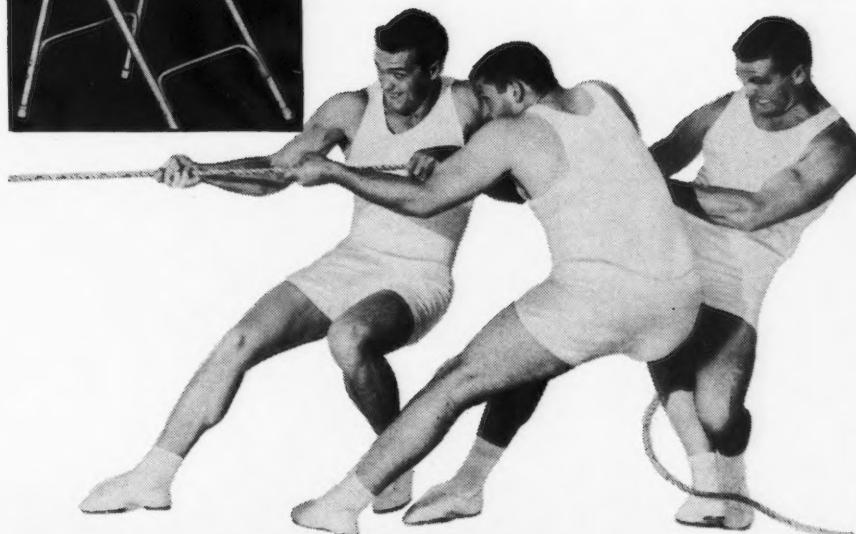
Relations in the Community

As we view the pastor, we see him as a great educational force in every community. Beyond that, he is the focal point of public relations; around him the parish revolves. What he says and what he does affects the attitudes of his people and of the community. He must be mindful, therefore, that there are other educational agencies in the community. Many of these are worthy community and citizenship projects, such as the safety councils, the Red Cross, the Community Chest or United Fund, the fire and police departments, the handicapped, blind, polio projects, etc. In each case, the pastor has an opportunity to develop positive attitudes toward community life and often to dispel erroneous opinions about Catholic schools.

In our country the place of the Catholic school in community life needs clarification at times. This can best be done through a good public relations program. In that role, the pastor can do much to make the Catholic school accepted and respected. He, better than anyone else, can bring to the people of the community an understanding of the role of the Catholic schools in American society.

(Concluded on page 68)

by SAMSONITE folding chair!



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Sister Thomas Augustine, M.S.B.T., the capable Director of the Casa, brings a profound knowledge and sympathy for the people to her many personal interviews. A veteran Trinitarian missionary, she has a fluent command of the Spanish idioms and many years' experience in social service work in Puerto Rico.



Volunteer worker, Henry Miron, a seminarian, and Miss Ivy Alves, secretary of the Casa, prepare a recording for the Spanish Catholic Hour. The half-hour radio program, all in Spanish, presents simple religious instructions and familiar hymns every Sunday evening.



Philadelphia's Spanish Catholic Center
has
for the temporal, social, and spiritual

Casa del

By REV. FREDERIC H. HICKEY

Supervisor, Casa del Carmen

● IN APRIL 1954, a meeting was held in Puerto Rico of all the priests on the island and some 40 priests from the mainland United States who work among Puerto Rican migrants. The conference, welcomed by the two bishops of Puerto Rico, the Most Rev. James Peter Davis of San Juan, and the Most Rev. James Edward McManus of Ponce, resulted in establishing a bureau on Catholic Aid to the Puerto Rican Migrant at the beautiful San Juan airport. Here, under the direction of a veteran Redemptorist missioner, Rev. Thomas Gildea, a committee interviews migrants as they board planes for the United States. When their destination is ascertained, the information is forwarded to the Bishops in the respective dioceses.

In Philadelphia, this information comes to the Archbishop who sends it on to the Casa Del Carmen, the diocesan center for Spanish-speaking Catholics. Then news is relayed to the respective parishes, where Spanish-speaking priests may welcome the

The Corporal Works of Mercy are everywhere apparent in the works of the Casa. At left, Puerto Rican women select from the used clothing which has been donated to the Casa. Below, girls from Hallahan high school instruct one of the junior sewing classes.



inter
tud
has provided a second home and solace
needs of some 20,000 Puerto Rican migrants

Carmen

Seminarians who conducted a spiritual census of Puerto Rican families included Vincent Walsh, David Clay, and Richard Dolan. Their summertime efforts brought back many stray sheep to the fold and enrolled many children in the Catholic schools.



new arrival into the life of the parish. Thus, whether a migrant comes first to the Casa or to his new home, he is assured of a warm welcome from the Church.

When the Most Rev. John F. O'Hara, C.S.C., was installed as the fifth Archbishop of Philadelphia, on January 9, 1952, he brought to his position many qualities as an administrator and educator. He was, moreover, a linguist familiar with Spanish and Portuguese as a result of a youth spent in South America. As a result, he has a deep interest and compassion for the Spanish-speaking people who entered his diocese in ever-increasing numbers. Two years after his accession, the number of Puerto Ricans in Philadelphia was conservatively estimated as 7500. The Archbishop swung into action. He purchased a three-story building, a former bakery, at the corner of Seventh and Jefferson streets in the heart of the Puerto Rican district. Then he appointed as supervisor the Rev. Frederic H. Hickey, who at one time had lived in Puerto Rico as secretary to the Most Rev. Edwin V. Byrne, then Bishop of San Juan. The center was



A vital function of the Casa is the clinic under the direction of Spanish-speaking Dr. Theodore Garcia (center right). The children's clinic and instruction in maternity care have proved most popular.

There's fun and recreation at the Casa, too. These children are leaving for a summer outing under the supervision of Seminarian Miron.





Both boys and girls enjoy the handicraft classes at the Casa supervised by volunteers from Catholic high schools in Philadelphia.

called Casa del Carmen, the house of Our Lady of Mount Carmel. After extensive repairs, it was formally blessed by the Archbishop in July, 1954.

The following September, Sister Thomas Augustine, a veteran Trinitarian missionary who had spent many years in Puerto Rico, was appointed director of the Casa. Sister brought to her new task a deep knowledge and sympathy for the people, a fluent command of the Puerto Rican idiom, and extensive experience in social service work, a specialty of the congregation to which she belongs. With all these qualities, Sister soon had the Casa operating at top efficiency.

The Church has an old missionary technique of treating first the ailments of the body, in order to deal later with the ailments of the soul. Thus, the Casa combined social service work with a medical clinic in charge of the Spanish-speaking Dr. Theodore Garcia. The average Puerto Rican suffers from a number of bodily ailments, such as undernourishment and anemia, which make him particularly susceptible to other diseases. Often his body harbors parasites that drain his energy and good health. Consequently, the clinic at the Casa is well attended. Instruction in maternity care and the children's clinic have proved most popular.

Casa Is Clinic for Problems

Numerous and varied problems are brought to the Casa for solution, as the Puerto Rican migrant finds himself in a new, bewildering environment. Although he is an American citizen, he is usually unfamiliar with the English language. In employment interviews, he is constantly frustrated in trying to explain himself to persons who do not speak Spanish. But at the Casa, he can talk in Spanish to the Sister or the Doctor, transferring his problems to their competent shoulders.

In the friendly atmosphere of the Casa, he explains his need for a job; that there has been no food in the house for several days; that the landlord is threatening to dispossess him; that his relief check is unaccountably long in coming; that the baby is sick; that he wants to enroll his children in a "Sister's school," etc. The Casa usually finds the answer to his problems.

The Casa tries to place the migrant on his own feet, to make him a wage earner who can hold up his head in his neighborhood with the realization that he can support his family and is no longer dependent upon the charity of others. The Puerto Rican is not a skilled worker, but he is anxious to work. Since he must accept

jobs at the bottom of the scale, often he is the first to be unemployed. Usually, his work is seasonal farm work or simple factory work. When work in the factories slows up, he must apply for unemployment compensation to protect his family, which is generally large.

At home in Puerto Rico, he probably lived in the country or in a small town. For five or six months, he worked on the sugar cane crops, and eked out his living during the remaining months as best as he could. But in Philadelphia—and other cities of the United States—he must learn new skills at an unfamiliar job. Perhaps the most congenial employment he can find is on a farm, which is most reminiscent of the country left behind. Surrounding the city of Philadelphia are many large farms, where seasonally he is in demand to harvest the abundant crops of the vegetables, fruits, and mushrooms. However, with the cold weather, these jobs end and he is left on his own resources.

Then he discovers that the climate is much colder than sunny, tropical Puerto Rico, where home heating is unknown and where the problem of buying new shoes is met by going barefoot. Here in December he needs warm clothing and blankets for the bed, if he has a bed. All these things cost so much money. At the sight of the pinched bodies of his children, he decides to go to the Casa and talk to the Sister, who never lets him down. Little does he realize that behind the kindness of the Sister are the resources of the Catholic Charities of a large archdiocese, and the paternal care of an Archbishop who would worry if his Puerto Rican children were hungry or cold.

When a migrant comes to Philadelphia, he usually moves in with a relative or friend from his home town. But he soon finds that one or two rooms are unbearably crowded for so many adults and children. When he tries to rent a room or two nearby for his family, he finds that apartments are expensive; landlords are demanding; there is no furniture and no beds; all of his small pay must go for food. Once again he visits the Casa and talks to the Sister. Somehow she finds furniture for him, some warm clothing for the children, and some extra food. He does not know where she obtains these articles; he simply knows that the Sister is kind.

Of course, the Sister asks many questions and writes the answers on a card. She is sure to ask whether he goes to Mass and the sacraments, if the children attend a Catholic school, whether he was married in the Church, and if the children have been baptized. Then she sends him to one of several churches in the



A volunteer gives an English lesson to adults.

neighborhood where the priest, who speaks his language, will make sure he has been properly baptized.

The Puerto Rican feels at home in the Casa. There are crucifixes on the walls and a beautiful statue of the Virgin which he recognizes as Nuestra Señora del Carmen, Our Lady of Mount Carmel. Soon he realizes that he belongs to a certain parish, where the priests, Padre Carlos, or Padre Jorge, or Padre Francisco, are ready to receive him and care for his spiritual needs. His children come to love the Sister's school where the nuns are so kind, and there is a lady who comes every day to help them learn English.

He himself is now making progress in English at the evening classes at the Casa, while a friend from his home town, who could neither read nor write Spanish, is at last learning his native Spanish. His wife, too, is proud of the skills she has learned at the Casa, cooking and operating a power sewing machine. She has obtained a factory job and added her salary to the family income. The family is soon on its way to becoming settled in a new community.

On the Administrative Side

Since 1954 the Archdiocese has sent two newly ordained priests to Puerto Rico for a year to learn the language, the customs and background of the Puerto Ricans whom they will serve on their return. While on the island, the young priests work hard helping the already overburdened priests of the diocese of San Juan, where 196 priests attempt to minister to the spiritual needs of 1½ million people. During their stay, the priests hear hundreds of confessions on Saturday; they say three Masses on Sunday; and during the week they visit the *campo*, the country districts. They come to love the natural beauty of the island and to feel a real affection for the people who are so friendly and *simpatico*, and above all, so cheerful under a grinding burden of poverty and ignorance that would swamp many another person. They realize, too, the instinctive faith of a people who, through no fault of the hard-working priests, know so little about their faith.

Within the past four years, eight young priests have been assigned to Philadelphia parishes where there is a large concentration of Puerto Ricans. Their number has been augmented by three other Spanish-speaking priests. Together they care for a Puerto Rican population estimated at between 15,000 and 20,000 in the city. Some 1100 Puerto Rican children attend the Philadelphia parochial schools. Many Spanish-speaking Sisters have been

recruited to educate these children, most of whom do not understand English on their entrance into the schools. Two bilingual lay teachers instruct the children daily in English.

A Volunteer Staff

Many volunteers staff the Casa. Men and women, college students, high school boys and girls volunteer their time and talents. During the summer vacation, five or six seminarians help out. These volunteers have made possible classes in English and Spanish, cooking and sewing, arts and crafts, a library, games, sports, and many outings throughout the year.

One seminarian, Vincent Walsh of St. Charles Seminary, Overbrook, Pa., spent the hot summer days, tirelessly walking the streets, taking a spiritual census of the Puerto Ricans. Questioning them in a kindly fashion, he has brought many a stray sheep back into the fold and enrolled many children in the Catholic schools. During the summer of 1956, he interested several of his classmates in helping with this census.

Initiates Radio Program

Anyone who has ever visited Puerto Rico will recall the sound of the radio played with abandon and force all day and most of the night. The average Puerto Rican loves the radio, and is too poor to become a television addict. Realizing this fact, the Archbishop ordered a weekly radio program, the Spanish Catholic Hour, begun in April, 1956. Directed by Father Hickey, the program's main purpose is to give instruction in the Catholic faith. However, subject matter is kept light and attractive, and much use is made of the familiar hymns of the Island. It is no easy task to keep the program, which is entirely in the Spanish language, going week after week; but many Spanish-speaking people, priests, laymen, college and high school students have volunteered their help.

Early in his episcopacy, Archbishop O'Hara inaugurated an



Rev. Frederic H. Hickey, supervisor of the Casa, and Most Rev. Joseph McShea, auxiliary bishop of Philadelphia, attend a Christmas pageant.

Archbishop's Committee for Christian Home and Family. This group of volunteer mothers visits mothers of new babies from birth until the child is three years old and instructs them in the religious education of their children. The group has recently translated its literature into Spanish, so this beautiful charity is now available to the Puerto Rican mothers.

St. John the Baptist Is Patron

When Columbus discovered a beautiful island on his second voyage in 1493, he dedicated it to St. John the Baptist (San Juan Bautista) and named the port, Puerto Rico (rich port). Through the years, the names have become interchanged. However, St. John the Baptist has remained the patron of Puerto Ricans. His feast day, June 24, is celebrated at home and abroad by the sons and daughters of the island.

In 1956 the feast was fittingly observed in Philadelphia. The beautiful church of St. Malachy, in the heart of the Puerto Rican district, was the scene of a solemn pontifical Mass celebrated by the Most Rev. Joseph McShea, auxiliary bishop of

Philadelphia. Bishop James P. Davis of San Juan made a special trip to Philadelphia to preach the sermon in Spanish. Present also was the popular lady mayor of San Juan, Dona Felisa Rincon de Gautier, who is known and loved by every Puerto Rican. A thousand emigrants from the isle of enchantment crowded the church, and even the weather contributed to their nostalgia with a steaming, tropical day.

Both civil and religious authorities in Puerto Rico have been extremely interested and co-operative in the work being done on the mainland for their people. Since the end of World War II, the economic condition of the island has improved immeasurably, although the largest number in its history have left the Island, in all about one million! Newer planes and cheaper fares made the migration possible, but the Island still remains one of the most densely populated areas of the world for its size. Soon these emigrants will be absorbed and become indistinguishable from other Americans. When that time comes, the Casa del Carmen—and like institutions—will be unnecessary. But in the meantime, the charity of Christ urges us on.

New York City survey will help administrators and teachers in —

Rating and Teaching Puerto Rican Students

● HOW can Puerto Rican children and other non-English speaking migrant children be taught English and other subjects and be helped to adjust to our social and cultural environment? In a recent study of 10,000 Puerto Rican children enrolled in grades 4 to 6, and 7 to 9, the New York City board of education determined some of the answers to these questions.

The published study¹ of the board reports that between October, 1949, and October, 1955, the number of Puerto Rican children enrolled in New York public schools increased from 40,000 to more than 100,000. Because of this rapid increase, the board set out to determine (1) the more effective ways and materials for teaching English as a second language to newly arrived Puerto Rican pupils, and (2) the more effective techniques which a school can use in promoting a rapid and effective adjustment of Puerto Rican parents and children to the community and the community to them. The findings of the study follow:

The average island-born pupil who has

transferred from the Puerto Rican schools to New York City schools is about one year older than his mainland-born classmates. Spanish is still the language of his home. Until he gains proficiency in English, he is handicapped in learning other subjects and skills. He has moved and changed schools much more frequently than the mainland children.

On the encouraging side, some Puerto Rican children assigned to regular classes during their first year in New York held their own with the ablest 50 per cent of their mainland classmates. With each succeeding year, the average Puerto Rican child moves closer in all respects to the social and educational norms achieved by his classmates. The change is particularly apparent in second generation children. Personality factors influencing the situation are that the children range the entire scale of intelligence and ability to learn; they are shy and timid; they make errors in seeking to conform to a society they do not understand.

Initial Placement Is Critical

"The initial placement of the child is critical to his educational and social future; if his ability is incorrectly estimated, much

harm can be done to him," states the report.

There is a great variety in the educational histories of Puerto Rican children. Some compare favorably with mainland pupils. Others have had one, two, or even three grades less schooling than mainland-born classmates of the same age. Some have had no schooling, although they are of fourth, fifth, and even sixth-grade age. Some bring records of failure and poor attendance in Puerto Rican schools. Others have no records to bring. Many speak little or no English on arrival; but a few speak it very well. Moreover, the environment is strange to all of them: the place, the people, and the schools are different.

So it is especially important that teachers understand the background of a child, learn to know him as an individual, and if possible meet his parents. It is not enough to observe just the progress of a group.

Classify by Language Ability

English is taught one or two periods daily in all grades of Puerto Rican schools. It is important that the mainland school obtain a fair assessment of the English language ability of its transfer pupils. The school must measure the present knowledge

¹Puerto Rican Children, Part II. Report of the Superintendent of Schools, 1955-56. Compiled by J. Cayce Morrison. New York City Board of Education, Brooklyn, N. Y., 1957, paper, 27 pp.

and potential ability to learn English. As the child enters into the regular stream of the school's work, it is essential that the school measure occasionally his progress in learning and using English. Through testing, the school can measure both the individual's progress and the effectiveness of the school's curriculum.

As of October 31, 1956, the New York school census reported there were 113,900 Puerto Rican pupils and 27,700 pupils of foreign birth enrolled in the city's public schools, more than 14 per cent of the total enrollment. School authorities rated these pupils on their ability to speak English. (See rating scale at right.)

In general, standardized and accepted intelligence and ability tests are not usable, because they are prepared in language and cultural background for testing English-speaking children. Tests were needed to determine ability to understand, to speak, to read, and to write English.

The USE, or Understanding Spoken English, test was developed. The test is recorded with test instructions in Spanish and test items in English. The recorder does the talking in both languages. Answer sheets are pictures of familiar scenes, a classroom, a park, a street, or a super-

Scale for Rating Pupil's Ability to Speak English

Enter for each pupil the letter A, B, C, D, E, F, or G, corresponding to his estimated ability to speak English in the classroom, defined as follows:

- A — Speaks English, for his age level, like a native—with no foreign accent or hesitance due to interference of a foreign language.
- B — Speaks English with a foreign accent, but otherwise approximates the fluency of a native speaker of like age level. Does not hesitate because he must search for English words and language forms.
- C — Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of some foreign language. Depends, in part, upon translation of words and expressions from the foreign language into English and, therefore, speaks hesitantly upon occasion.
- D — Speaks English in more than a few stereotyped situations, but speaks it haltingly at times.
- E — Speaks English only in those stereotyped situations for which he has learned a few useful words and expressions.
- F — Speaks no English.
- G — Child has been in class less than one week, and cannot be accurately rated at this time.

market. The pupils need to know how to write only numerals, not words, for their answers. The USE test can be given to new arrivals, and to those who have been in the United States for various periods of time to test their development. Norms have been set up for interpreting pupil's scores in terms of his age and length of time he has been in this country.

Other Language Tests Used

To test English reading ability, two kinds of tests were used. First, an English version of Spanish reading tests developed

in Puerto Rico was prepared. This test was valuable on two counts, because it referred to things familiar to the students, and because it could be used to estimate reading ability in both English and Spanish. Second, a variation of the Gates Reading Series was developed with instructions in Spanish. With this test intended for native English-speaking pupils, it is possible to compare the migrant's standing with his mainland classmates of similar age and grade.

To measure English speaking and writing ability, other tests were developed. The

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speaking test records on tape a pupil's response to a standardized series of questions about a story illustrated by a series of pictures. In the writing test, the child is asked to write the names of all the items he identifies in a picture and to tell a little story about the picture.

English Teaching Methods

The study also considered the methods of teaching English to non-English speaking children. Participating teachers agreed that emphasis should be placed on an aural-oral approach. There should be a daily period for teaching English showing interrelationships of vocabulary, structure, and experience in learning English. The group concluded:

1. Until a child gains some understanding of and skill in oral English, the aural-oral approach is essential. As soon as pupils gain some competence in understanding and speaking English, the teacher should begin to develop English reading and writing skills.

2. Non-English speaking children readily learn English from their peers. The content and method of instruction should be organized so that learning is promoted through association with other children.

3. Whatever is done for the non-English-speaking child should be done so it promotes the growth of learning of all the children in the class.

4. Best learning will be achieved through daily, purposeful, systematic instruction in the development of vocabulary, the feeling for language patterns, sensitivity to tonal qualities of speech in a stimulating, experiential, social setting.

5. A creative teacher working within a set content and method should be encouraged to seek new and better ways of teaching whatever needs to be taught.

6. Knowledge of Spanish is useful, but not essential to successful teaching of English to Spanish-speaking children.

Teaching Tools

Resource units and language guides were developed as teaching tools suitable for one student or a class of language learners. Language arts and social studies were particularly stressed. The units were tied in with regular curriculum studies so that they provide enrichment for English-speaking pupils and orientation for migrant students. Materials were organized according to age and grade levels, and a vocabulary list was included. Content begins with simple things a pupil needs to know about the classroom, the school, and the neighborhood. Gradually, it is expanded to include all the work of the class and an understanding of the entire community.

The time needed by students to assimilate this material varies with the individual. Many need one or two terms. Some need speech correction or special help in reading and writing. Until the child can take his place in a regular classroom, he is classified as transitional. Units were prepared for both the orientation (aural-oral) and transitional groups.

Special Help for Secondary Pupils

English language skills are acutely needed by secondary school pupils. The study developed a unit on science that was used as a pilot plan for teaching other subjects. Lessons were based on the pupil's experiences in both Puerto Rico and New York City and their interests stemming from these experiences. In all these special units, a great deal of latitude is allowed for the teacher's creativity in presenting the content.

Guidance programs are especially needed to assist the many Puerto Rican youths who enter our schools between the ages of 14 and 18 years. They need help both in schoolwork and in preparing for the working world. They must be informed of what job opportunities are available to them, what preparation they need to qualify for jobs, and how to apply for a job. As with all migrants, they are faced with a language barrier and adjustment to a new culture.

Securing Parental Co-operation

Working with parents is one of the best ways a school can help a child adjust to his classmates and new environment. Parents should be informed of the school's purpose; the school should know the family background, so that together they can help the child adjust and progress.

However, certain difficulties arise in contacting the non-English speaking parents. Many mothers work during the day. One most effective plan has been to hold a week-long open house. Sometimes parents can be asked to help the school in various ways: participating in sewing projects, helping with clerical, reception and translation duties, acting as escorts on school trips, etc. Some schools have formed discussion groups to consider specific problems affecting the children. In general, small group meetings were more successful than large meetings. Puerto Rican parents are interested in problems relating to the child's life at school—admission, behavior, health, school lunch, and transfer. All seem to enjoy watching their children perform in school assemblies and at evening meetings.

Adult Education

Finally, of course, the school must play

a part in orientating adults into their new environment. All groups entering continental United States face many problems. They need a place to live, a job, and help with the language. There are health and economic problems. They must adjust to metropolitan living, often to its shabbier side. There is a tremendous need for adult education and guidance centers, such as Philadelphia's Casa del Carmen, described in this magazine. In addition to the various clinics provided in most communities, it has been found that Spanish films and conducted tours of various agencies have been most helpful in orientating new citizens. In all, the problems of Puerto Ricans and other migrants pose a challenge for co-operative effort of all agencies, public and private.

Pastor as Principal

(Concluded from page 61)

The duty of the functional principal is to assist, encourage, support, and co-operate with the pastor in promoting community relations. If she is not an active, dynamic, constructive force, little will be achieved in developing the attitudes of pupils toward community life. Her influence, too, must touch the attentive attitude of all the teachers. Only through co-operative effort can these goals be achieved.

The school's public relations should aim to reach beyond our Catholic people. It must reach the ranks of non-Catholics as well. They have a high regard for all of our schools and, in general, appreciate the contributions we are making to community stability. This, of course, is dependent on the school's public relations and its interest in community life.

The fact that we are in the spotlight of observation places on our school people the obligation of maintaining good schools and of promoting good public relations. To achieve these objectives school administrators must thoroughly understand the underlying philosophy of Catholic education. They must keep abreast of educational developments. The better informed they are, the greater will be their sphere of influence. They must nourish and retain the confidence of their people and merit the respect and esteem of those who are not Catholic.

It is well to remember that the educator or school administrator is no longer living in a disinterested world. His interest and concern are intensely shared by laymen in all walks of life. What he does will open the door for the better understanding of our problem or will close it to help and encouragement.

● MANAGEMENT has been defined in various terms. But regardless of the definition which an administrator may adopt as a benchmark, the concept of management contains certain universal elements. Authorities agree that management is a separate and distinct activity or group of activities consisting of *planning*, *organizing*, and *controlling*. All effective administrators perform these management functions, regardless of the kind of organization they direct.

Planning consists in formulating objectives and determining the means, methods, and techniques by which the objectives may be accomplished. *Organizing* consists in securing suitable personnel and capital to accomplish the goals established through planning. Organization further implies the establishment of an effective structure of relationship between personnel employed in the enterprise so that their activities may be measured. But planning and organizing alone are not sufficient: effective management can be achieved only through adequate systems of control or evaluation. *Controlling* looks to the manner in which plans have been executed and provides means for measuring the degree of effective fulfillment of the plans.

These functions, then, represent the basic elements of business management: a special type of activity within an enterprise consisting of planning, organizing, and controlling the functioning of personnel and capital so that the objectives of the enterprise may be achieved.

Universal Application

The principles of management may be

universally applied to every business association. The principles remain identical, whether applied to a large manufacturing firm, a small entrepreneur, or to the nonprofit activities of educational, charitable, and social-welfare agencies. In every case, the administrator must perform the same functions. Essentially he is a manager; it is his role to plan, to organize, and to control the personnel and capital of the enterprise so that its objectives may be achieved. These are the very functions performed by the bishop in his diocese, by the busy pastor, by the superior of a religious community, by the administrators in any of the thousands of grade and high schools, colleges and seminaries, hospitals, orphanages, and other Catholic institutions throughout the country.

What do these management principles mean to the priest, Brother, Sister, or lay administrator in Catholic institutions?

The Test of a Good Manager

Good business management aims at achieving goals through the efforts of others. Limitations of personnel and capital may force an administrator to alter plans and adjust the organization framework. However, these limitations should not force an administrator to be satisfied with less than the best in planning. Neither should administrators become victims of limited managerial viewpoints that tend to sacrifice objectives under the guise of economy. The real challenge facing administrators is in achieving the objectives of the organization by more effective and efficient use of existing personnel and capital. Herein lies

the test of a manager. The challenge is evident in business and industry, and in a parish, school, or institutional management.

The function of business management is to facilitate, not dominate. Business management must be subordinate to the purpose of the institution it serves. Good management will keep its objectives foremost in the minds of all participants in the enterprise.

For example, the pastor must always ask in business transactions, "How will this expenditure help me and my assistants render greater service or help the parishioners achieve an improved spiritual life?" The school principal must weigh management in the light of the school's responsibility to train and equip children for their role as citizens of two worlds: the here and the hereafter. Administrators of orphanages, hospitals, and other welfare institutions must evaluate their pattern of management in the light of improved means of achieving their ideal of service to Christ through "the least of these, my brethren."

The validity of this principle is demonstrated particularly in the area of educational administration. The Committee on Professionalism of the Association of School Business Officials submitted this important statement as part of their proposed definition of school business management:

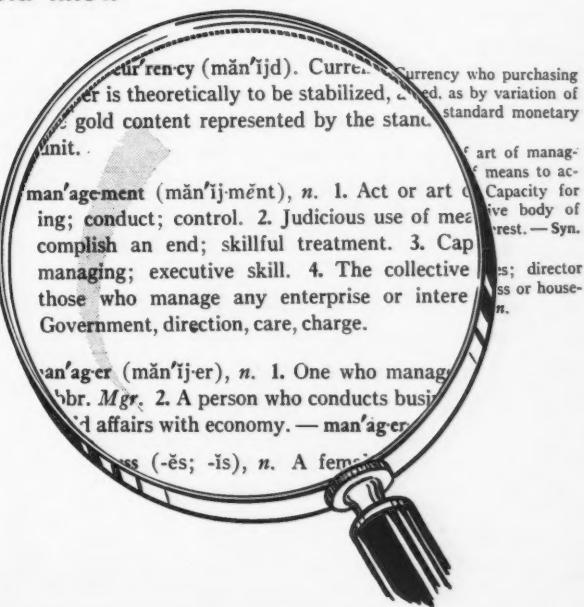
"School business administration is an evolving profession, co-ordinate with educational administration in its essentiality to the successful operation of the total school enterprise. It is subordinate in that its function is not a separate and dis-

Administrators of schools and institutions should know

What is Business Management?

By BROTHER LEO V. RYAN, C.S.V.

Associate Professor of Business Administration and Director, Evening Division, Robert A. Johnson College of Business Administration, Marquette University, Milwaukee, Wis.



tinct one, originating within its own field, since all its aims and objectives derive from, and many of its activities hinge upon and are determined by, the policies and programs established for the general administration of the school."¹

Any study of school business administration must acknowledge its subordinate role to the broader area of educational administration. The aims and goals of Catholic education must always remain paramount. They should not be sacrificed, minimized, or watered down because of lack of qualified personnel or inadequate capital. Preparation of youth for their material and spiritual responsibilities is an assignment accepted by the Church and the laity. Lack of adequate planning, proper organization, or effective control in accomplishing the objectives of Catholic education would presume too much on our confidence and faith in God. To settle for less than the best because we do not properly channel abilities, recognize responsibilities, or accept new techniques of selling Catholic education to our people would suggest an attitude unworthy of our calling as Catholic educators.

Dr. Henry H. Linn observes: "It is not the function of school business management to dictate educational policy or methodology. Indeed, its true function is to facilitate, expedite, and serve educational operations; i.e., to help the schools attain their objectives."² The fields of educational administration and business administration are so closely related that overlapping areas may be easily discovered. The same situation prevails in other types of institutional administration.

Engelhardt and Engelhardt refer to this relationship as follows: "Business management does not exist for itself alone. It should be recognized as a service organization anticipating future needs, recognizing problems which require solution, and providing the physical equipment and comforts essential for the promotion of the educational program."³

The implication of the observation by the Engelhardts extends far beyond the field of educational administration. It contains valuable guidance for pastors, religious superiors, and all institutional administrators.

Improving Catholic Management

The evolving profession of business

management in Catholic Church-related institutions emphasizes the need for several important approaches if better business management is to be achieved.

1. Only individuals interested in, prepared by experience for, educated for, and temperamentally suited to administrative responsibilities should be appointed to managerial positions.

2. There is a need for further and increased emphasis on the education of administrators in their duties, responsibilities, and training in the proper selection of personnel and of those management tools which can be of major assistance to them in achieving their objectives.

3. Administrators must realize that management is a co-operative venture. In this age of intense specialization and increasingly complex economy, religious administrators must invite and accept the contributions of the laity — and their contributions should not be limited to funds. With their vast experience and training in business, the laity constitute the greatest single resource available to religious administrators. Lay Advisory boards have become widely accepted in hospital administration; this technique should be much more widely used in

Catholic school and institutional management.

4. In-service training of administrators should be accomplished through conferences, institutes, and publications. In this respect, this new Management Section is excellent evidence of recognition of the need for presenting concepts and principles of management. This publication can serve as an ideal medium for the education and training of managers in Catholic schools and institutions. It can promote the exchange of ideas, the pooling of experiences, the reporting of trends and opening of new horizons in administrative research and study which will contribute immeasurably to more effective Catholic business management.

The nobility of the objectives of the Church, our schools and institutions demands immediate and serious attention to the principles of administration. The individual administrator, whether a consecrated Religious or a dedicated layman, has an opportunity to render unique service in the fulfillment of the temporal undertakings of the Church. Properly understood and applied, management principles can help any administrator accomplish his tasks with increased effectiveness.

TWO FUND-RAISING IDEAS

ATHLETIC CARDS FOR ADULTS

Booster clubs and athletic leagues in Catholic schools may find it worth while to adopt a plan of issuing athletic cards to adults. The plan, used successfully in seven senior high schools in Cincinnati, Ohio, promotes attendance and interest in athletics, and provides extra funds, as well.

School athletic officials and parent-teacher groups worked out the plan used in Cincinnati schools. For \$2 an adult may buy an athletic identification card that entitles him to buy tickets to all of the league's football and basketball games during the year at a reduced rate. For example, the rate on a night football game is 75 cents, instead of the usual \$1.25. The card may be used 63 times for 21 football games and 42 basketball games. Profits from the sale of cards are distributed among the co-operating schools. Parent-teacher groups have helped sell, promote, and distribute the cards in Cincinnati.

ROLLER SKATING IN THE GYM

Roller skating in the gymnasium, still frowned upon by some coaches, custodians, and school officials as "ruinous" to the floor, is fast becoming not only an acceptable physical education activity, but a profitable means of raising money and promoting good will. With a good hardwood floor, roller skating appears to be a most practical recreation.

Last spring, the American Association of Health, Physical Education and Recreation surveyed schools in cities of 50,000 to 100,000 population. It was the "surprise finding" of the association that one out of every four schools reported roller skating as a new physical education activity.

The public response to roller skating has been enthusiastic in smaller towns, such as

Marinette, Wis., with a population of approximately 15,000. Here Our Lady of Lourdes high school opened its new gymnasium to roller skating in April, 1955. During the first year, school authorities estimated that 40,000 skaters of all ages, from "two to 70," used the floor for a total of 19 million turns around the gym. The public has described roller skating as "the best thing that has hit the Marinette-Menominee area in many years." The parochial gymnasium is made available to citizens of the twin cities, as well as to parishioners and private parties.

But what about the gymnasium floor? The J. W. Wells Lumber Co., Menominee, Mich., who laid the floor in the Marinette school, does not recommend roller skating in gyms where soft finish floor coverings are used. However, the firm states that roller skating presents no problems in gymnasiums "constructed according to normally accepted practice," i.e., with a hardwood floor. The Our Lady of Lourdes gym has strip flooring of northern maple. This floor was recommended by the firm because of its resilience. It is also a more densely grained and harder wood than southern species of maple, according to the company.

Because of the unusually heavy traffic, extra floor maintenance is needed. At Our Lady of Lourdes high school the floor is refinished on the average of once a month and buffed before each skating session and basketball game. However, the cost of extra maintenance is no problem with the heavy income received. According to the Wells company, "the floor is helping to pay for the gym." The school has reported an income ranging from \$200 to \$450 a week. During the first year of operation, \$13,000 was netted, "more than enough to cover expense of operation and pay for the floor several times."

¹Proceedings of the Thirtieth Annual Meeting of the National Association of Public School Officials (Kalamazoo, Mich.: The Association, 1941), p. 67.

²Henry H. Linn (ed.), *School Business Administration* (New York: The Ronald Press, 1956), p. 125.

³N. L. Engelhardt and Fred Engelhardt, *Public School Business Administration* (New York: Bureau of Publications, Teachers College, Columbia University, 1927), p. 2.

How much we may spend

By VERY REV. MSGR. THOMAS O. MARTIN

Professor of Canon Law, Catholic University of America, Washington, D. C.

● DIOCESAN statutes usually provide that no priest in the diocese is permitted to build a new church, school, convent, parish house, or other ecclesiastical building, or put additions on old buildings, or change or decorate them notably, without previous permission from the Bishop. In some dioceses, a priest may not spend more than \$300 (in other dioceses, \$100), except for ordinary expenses, without the permission of the Bishop.

It is usually provided, too, that permission will not be granted for new construction or for notable alterations unless plans for the building, together with the probable estimate of its costs, have been approved by the Bishop or by a commission deputed by him for this purpose.

Frequently, too, there is a prohibition against taking on any obligation, even with an architect, without consulting the Bishop. Often there is a requirement that in the entire transaction all contracts shall be executed in duplicate, with one copy being kept in the parish archives.

This regulation is but an application of Canon 1538, which provides that if ecclesiastical property for a legitimate reason is to be pledged or mortgaged, or if it is a question of contracting a debt, the lawful superior (who according to Canon 1532 must give permission) is to demand that all those interested are to be heard beforehand, and to take care that the debt is paid as soon as possible. For this reason, the same Ordinary is to fix the amount of money which is set aside annually to extinguish the debt.

What Is Alienation?

The following Canons concern alienation of property which Bouscaren and Ellis have defined as follows:

"In the strict sense alienation means any act by which the direct ownership of property is transferred to another, as in the case of a gift, a sale, or an exchange. In a wider sense, it includes any lawful act by which the use or usufruct of property,

or some claim upon it, is given to another, though naked ownership is retained. Under this head would come rentals, leases, mortgages, and the like. In the canons which follow, alienation is to be understood in this wide sense and may be defined as any lawful act whereby the ownership of church property is transferred to another, or is exposed to the danger of loss, or is withdrawn from the direct possession of the Church for a considerable length of time, or in general, any contract by which church property is placed in a less favorable condition by reason of burdens or obligations imposed upon it."¹

Canon 1532 indicates who is the lawful superior without whose permission alienations are invalid (according to Canon 1530, par. 1, n. 3). This superior is the Holy See if it is a question: (1) of precious things; or (2) of things which exceed in value 30,000 lire or francs. If it is a question of things valued at less than 1000 lire or francs, the superior is the bishop, who must consult his council of administration unless the object is of very slight value, and also get the consent of interested parties. If it is a question of things valued at between 1000 and 30,000 lire or francs, the superior is the bishop, who must have the consent of the diocesan consultors and his council of administration, and of the interested parties. In seeking permission for the alienation of a thing which is divisible, it is necessary to express the parts previously alienated, otherwise the permission is invalid.

Property of Religious Community

With regard to property pertaining to a religious community, the Code makes provision for its alienation and the contracting of debts in Canon 534. Permission of the Holy See is needed for alienating precious things or other goods valued at more than 30,000 lire or francs, or for contracting debts and obligations beyond that sum.

¹T. Lincoln Bouscaren, S.J., and Adam C. Ellis, S.J., *Canon Law, A Text and Commentary*, 3 ed. (Milwaukee: The Bruce Publishing Co., 1957), p. 811.

Otherwise, written permission is required and is sufficient from the superior indicated in the constitutions with the consent of his chapter or council, manifested by secret ballots.

However, nuns and sisters of a diocesan community must also have written permission from the bishop and from the regular superior if the community of nuns is subject to him.

On Contracting Debts

In the petition to obtain consent for contracting debts or obligations, it is necessary to express the other debts or obligations whereby the moral person, community, province, or house is burdened at that time. Otherwise the permission obtained is invalid.

Canon 536, par. 5, provides that religious superiors may not permit the contracting of debts unless it is established with certainty that the interest on the debt can be paid out of usual income, and that the capital sum can be repaid by legitimate amortization over a period of time which is not too long.

Although Canons 1532 and 534 indicate 30,000 lire or francs as the sum beyond which permission of the Holy See is required, the Sacred Consistorial Congregation changed the amount by a decree of July 13, 1951, published in the *Acta Apostolicae Sedis*, September 18, 1951. By this decree, the sum beyond which permission of the Holy See is required was reduced to 10,000 gold francs or lire. The decree was enacted in view of the changed value of money and the fluctuation of currency in some countries which caused special difficulties in applying the provisions of the canons.

Subsequently, a notification was issued by the same Congregation on October 18, 1952, regarding the application of this decree. It set forth a table giving the limits in various currencies. The limit in United States dollars is \$5,000. The notification further stated that this disposition applies to all ecclesiastical bodies existing in the territory, whatever be the Congregation of the Roman Curia on which they depend. By analogy, according to the Congregation, the sum of "1000 lire or francs" mentioned in Canon 1532, par. 2, is to be taken as a sum equal to $\frac{1}{20}$ of the value stated in the table. The same limit was given in a notification of the Sacred Congregation of Religious dated January 29, 1953.

The Sacred Consistorial Congregation has also issued a formula to be substituted in place of the faculty reported in n. 20 of the Index of Faculties for Nuncios, Internuncios and Apostolic Delegates, For-

(Concluded on page 79)

A modern study of Parish Sociology may help the Church find

15 Million Lost Catholics!

By REV. JOSEPH P. SCHUYLER, S.J.

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● ALL SOCIAL organizations, whether a family, a government, a school, an athletic club, or even a supermarket, are effective only if they have a correct knowledge of the facts of their situation, and if they adopt a policy in accordance with both the facts and their major exceptions. The Catholic parish is no exception, for all its obvious supernatural interest and dependence on divine grace. For the most part, by divine dispensation, the Catholic parish uses human personnel and human means to effect the reception of the sacraments and the formation of Christian characters. The parish operates in one of many widely differing social milieux, serving people who are of different backgrounds, capabilities, interests, and temperaments.

Like other social organizations of political, economic, domestic, or educational origins, the religious social organization can be studied scientifically. Sociology, the science that studies social organizations, seeks a knowledge as accurate as possible of the various social groups. It asks about origins and objectives, the activities, methods and memberships, the sources of strength and weakness, the degree of conformity between policy, proficiency, and purposes. Depending upon the type of group studied, there are subbranches such as political, economic, and educational sociology, etc. Thus, a part of religious sociology is parish sociology — the application of sociological principles and methods to a study of a religious social group, or parish.

Although the foregoing might seem rather elemental (as indeed it is) such an explanation is quite necessary for the many who know little about sociology and little about the social aspect of parish life and development. Recently at a campus dinner, an elderly and respected colleague praised the work on the parish being done by a Fordham University sociological research team. "But," he insisted, "you'll

never get anywhere by applying statistics to religion. Religion involves a supernatural relationship between man and his God, and all the empirical methods of modern science can neither understand it nor help improve it."

Holy Father Approves Parish Research

On the other hand, Maurice Cardinal Feltin of Paris wrote very clearly to the author of a study on French vocations: "But above all you have proved, with a multitude of facts to support it, that the number of vocations (to the priesthood) depends directly on the sociological milieu." Pope Pius XII has often, and most pointedly emphasized the value and need of scientific collation and interpretation of pastoral data, particularly in his address to pastors and Lenten preachers of Rome two years ago. Having demanded that the facts of religious practice be diligently and accurately learned, His Holiness continues: "It is necessary to study the meaning (of these data) in order to understand the causes of some lapses from or returns (to religious observance). Merely to discover an evil is not enough for the diagnosis, without which one cannot speak of a right prognosis, and even less of adequate treatment."

His Holiness has expressed only one of the needs for studying the meaning of parish data. Parish sociology can serve many specific purposes. Many parishes lack adequate census files. Even those parishes with files are unable, almost without exception, to use them for any purpose other than checking a particular fact of information about a particular person at a particular time. One priest, whose parish laudably took an annual census, showed me a census file closet, remarking: "There lies a closet full of potentially valuable and costly information, unused and practically unusable." His 4000 family census cards, acquired annually, were unusable and un-

maneuverable for any parish-wide analysis, despite their neat alphabetical order. He could not possibly have done in less than a full half-day of uninterrupted work what the curate of northern parish did in 15 minutes. (See Case No. I.)

Not only does the parish sociologist want a complete collection of data, but he wants it available on research cards so that he can analyze it without having to rebuild a file every time it is used. What does he want to analyze? There are almost unlimited possibilities. Usually, a pastor is interested in correlations. That is, he is not interested merely in the fact that 250 parishioners are active in parish societies; or that there are 100 invalid marriages, or 750 elderly single (widowed, divorced, separated) women in his parish. He wants to know what other characteristics are common to these statistical categories, so he may know them as a class and prepare policy for them as a class.

To enumerate and explain these possibilities further would take us far beyond the limits of this article. However, there will be subsequent articles on the census, parish societies, and the lay apostolate in action.

Is Parish Sociology Necessary?

Just how necessary is sociological study of the parish in our day? Quite independent of situations which call for remedial policy, the use of sociological techniques could be of vast help in maintaining and increasing parish effectiveness. Like the Church of which it is a miniature copy, the parish lives in a constantly changing world. To do its work effectively, it must adapt itself to those changes. Reflect, for example, on the nationwide migration to suburbia which requires the establishment of thousands of new parish plants. Or consider the swelling rise of Catholics, both socio-economically and educationally. If the principle *Quidquid recipitur, secon-*

dum modum recipientis recipitur is true (as it must be), then any change in the persons to whom the parish ministers and communicates its divine message must be considered in planning that ministration and communication.

Parish sociology is valuable, too, merely from the viewpoint of knowledge. An intelligent citizen who wants to understand the structure and functioning of his government studies civics, or political science or political sociology. So, too, intelligent parishioners should want to understand and study their parish.

But this is more than a question of supererogatory knowledge or of hobbylike indulging in parish study. The politician who sees whole areas of the electorate deserting to the rival party or falling into apathy doesn't view a political survey as a luxury: it has become a life-and-death, bread-and-butter necessity. The same is true of church attendance.

In Catholic France, minimal religious practice varies from about 15 per cent in the cities, to a little more than 35 per cent in the rural areas. Catholic Belgium boasts about 50 per cent minimal practice: 60 per cent in the Flemish north, 41 per cent in the Walloon south, and 35 per cent in Brussels and its environs. Western Germany reports slightly below 50 per cent, while Russian-controlled Germany has fallen to 30 per cent. With few exceptions, major European urban areas can claim a minimal religious practice ratio varying

from 10 to 30 per cent, and the latter percentage is quite rare. The level of religious observation in Latin America is, if anything, much lower than Europe's. Let us remember that these national, regional, and urban records imply that parishes operate on the average at similar levels, and that the parish is the basic unit in the Church's organizational system.

What About U. S. Parish Life?

What of parish life in the United States? Perhaps the answer lies in crowded churches on Sundays, in many hard-working parish priests, in the booming and overtaxed Catholic school systems whether parochial, secondary, or collegiate? Not quite. These same conditions—with the evident exception of the successful school systems—can be found in most foreign countries. We do not have all the facts on U. S. Catholics, but what facts we have are not completely encouraging.

Five years ago, a *Catholic Digest* survey reported that of the known 23.7 million American adult Catholics, some 62 per cent attended Mass regularly on Sunday; another 20 per cent attended irregularly, the other 18 per cent not at all. Brother McCaffrey¹ found 71 per cent attended in a small midwestern parish. Brother Schnepf² in his study of an eastern urban

parish reported a gratifying 80 per cent regular attendance, and 16 per cent irregular practice. Father Kelly's³ study of white Catholics in Florida showed 75 per cent regular attendance and 12 per cent irregular practice.

In a suburban parish known intimately by the author, Sunday Mass attendance hovers around the 60 per cent ratio. In another urban parish study I made, parishioners who responded to census queries were found to be 80 per cent practicing regularly and 9 per cent irregularly, although when the percentage was applied to the whole parish, the ratio fell to 68 per cent. In probably the best known parish study, *Southern Parish*⁴ by Rev. Joseph H. Fichter, S.J., both census and investigators indicated a practice ratio of 88 per cent. There was a discrepancy between the census and investigators as to how much of this 88 per cent was regular practice: the census showed only 7 per cent irregular practice, while the investigators claimed 31 per cent irregularity.

Even more important in Father Fichter's study was his discovery that over 40 per cent of the parish's baptized Catholics, *not included in those statistics*, did not even consider themselves as Catholics or members of a parish. When these fallen-

¹Kelly, Rev. George A., *Catholics and Practice of the Faith: A Census Study of the Diocese of St. Augustine* (Washington, D. C.: Catholic University, 1941).

²Schnepf, Brother Gerald J., *Leakage from a Catholic Parish* (Washington, D. C.: Catholic University, 1942).

³Fichter, Rev. Joseph H., S.J., *Southern Parish: Dynamics of a City Church* (Chicago, Ill.: University of Chicago Press, 1951).

These Case Histories Demonstrate the Value of Parish Research

CASE NO. 1: A veteran curate of a northern parish in a north-eastern metropolis wanted to know the number and identity of parish teen-agers enrolled in public schools in order to bring his released time religious instruction program up to date. Within 15 minutes, he sorted through 8500 parish census cards, separated the 140 prospective students, and was in business. Furthermore, he knew each student's grade, age, nationality and family background, religious practice, and whether he attended a Catholic grade school. To find this information, the curate used the McBee Keysort research cards (a kind of "poor man's IBM" system) which contained some 100-odd coded items of information on each parishioner.

CASE NO. 2: Another large city parish, St. Paphnutius' church had energetically sponsored Saturday night schoolyard dances for its parishioners during the past few summers. Here was a fine idea for providing wholesome recreation and drawing its people closer to the parish. Because the clergy, parish society officials, and many of the parishioners had Irish names, it was assumed that the parish was predominately Irish, which led to the almost exclusive playing of Irish music. Unfortunately, nearly 60 per cent of the parish were Italians, who came to watch and listen for a while, but not to stay. And so the project failed for lack of parish data.

CASE NO. 3: Ordained ten years ago, Father Daley has been the first and only assistant during the past three years at St. Robert's, a booming suburban parish. A conscientious priest, he had diligently prepared his sermons aiming at an audience with a 13-year-old mentality. This long-held and widely accepted principle was outdated when a parish survey revealed that more than 30 per cent of the parishioners were college graduates. Now, without forgetting those in need of a simpler mental diet, Fr. Daley prepares his instructions with greater intellectual meat. Once again, a knowledge of parish facts leads to the adoption of an entirely different policy of action.

Some of these 15 million "lost" Catholics are in your parish!

aways are included in the calculations of the investigators, the ratio for regular practice of all baptized Catholics in the parish fell to 35 per cent, for irregular practice to 18 per cent. All this is food for somber thought.

How typical of American parish life are these parish reports, no man can say with authority. The impression has been growing into a conviction, however, that they are by no means atypical at all.

But we cannot lose sight of two very important points. First, mere Sunday attendance at Mass and Easter Communion are by no means the sole criteria of ideal or even adequate Catholic living. More on that later. The point is, that if even such minimal requirements as these are so widely neglected, what can be said of other elements of Christian living which the parish should be propagating? Second, do not conclude from the foregoing paragraphs that parish sociology is primarily concerned with what is wrong with our parish life, or that this article is expressing only negative interest in parish sociology. A watchmaker is as interested in what makes a watch tick as in what made it stop ticking. There is tremendous value in analyzing and assessing what is right with the parish, for the sake of the knowledge itself and for improving an already satisfactory policy. Scientifically, it is more interesting to know why 70 per cent of the parish is practicing the faith, than why 30 per cent is not.

I have called attention to these somber and sobering realities precisely to stress not only the legitimacy, but the real necessity and urgency for parish sociology. If the facts are not known, how can proper policy be formulated?

15 Million Lost Catholics?

We mentioned before 40 per cent of the *Southern Parish's* baptized Catholics who no longer considered themselves Catholics or parishioners. Such a percentage seems far too high to be typical of a national condition. My own study of a northern parish showed nothing nearly as bad. However, here is matter for reflection. The *Official Catholic Directory*⁵ for 1957 estimates 34½ million Catholics in the United States. But during the past quarter century, the ratio of Catholic infant baptisms per American births has steadily risen from

one in four, to one in three. This means either or both of the following: that the American Catholic birth rate is vastly higher than the general American birth rate; or that the number of nominal Catholics who want their offspring baptized is far higher than our records would indicate. Very probably the number of baptized Catholics in the United States (whether they practice the faith or not) is close to, if not beyond 50 million!

Where are the other 15 million Catholics? Not all of them are in someone else's backyard: they are in my parish, too! Who are they? Why aren't they practicing the faith? What are their backgrounds, the obstacles to their return to the sacraments? How can they be reached?

A personal apostolate, as the Holy Father has made emphatically clear, is not adequate to such a task of reclamation. A social apostolate is required. But only scientific study can suggest the nature of this apostolate. By analysis, sampling, and correlation, a parish sociologist could try to discover the most effective media of communication with the particular types of people in his area. One cannot offer "bread and circuses" to the educated, nor "great books programs" to the illiterate, nor courses refuting Protestantism to Jewish neighbors. What has been the experience elsewhere? Could that experience apply to one's own situation?

Even Counting Heads Helps

One Christmas I was calling at a parish in a small Allegheny town. The staff included a holy and zealous pastor and three energetic and equally zealous curates. They assured me that some of the data brought to light in *Southern Parish* could not possibly exist in their local parish. Out of a population of almost 50,000, there were some 3000 Catholics. The priests knew their people well enough to be certain that only a very small proportion of them were remiss in their practice. Yet, in the course of conversation I learned that the parish church had a capacity of about 350 (crowded), and the parish had five Masses on Sunday, the first two of which were attended by half-capacity congregations. With the possible exception of Easter, there could not have been more than 1600 persons at Mass on any given Sunday. Evidently, the crowds attending the late Masses and the fact that the priests were constantly busy led to a false assumption. Counting seats might not re-

quire much astuteness, but it can unearth some elementary facts.

In another parish the pastor refused to use available funds to increase his school facilities on the assumption that there were too few children. He reasoned that the young people were moving away after marriage instead of staying in the parish. An organized check of the housing facilities in his parish would have shown that they were too costly for young couples, but they did attract growing families after the first few years of marriage. A check of one typical square block revealed there were 78 children within two years of school age!

Refuting the Critics

One might write off these, and other, mistaken assumptions simply as lack of common sense. But the point is that a widespread use of scientific analysis and appraisal of our parish functioning could obviate many of the errors attributed to lack of common sense. Moreover, it would suggest ways of dealing with some of our problems that at present are quite beyond the ken of common sense.

It might be argued that for all the mistakes made occasionally, the great majority of our parishes under the dedicated leadership of many hard-working priests are doing a tremendous job. This is not only admitted, but proudly and gratefully professed! Still we cannot forget those 15 million Catholics who are not even identified . . . or the 40 per cent of professed Catholics who do not live up to even minimal requirements . . . or the majority non-Catholic community to whom the parish also has an obligation to communicate its divine message.

In appraising any social organization, we pay particular attention to its constitutive elements. What are these elements in the parish? Any social system operates in a certain place or physical environment. It consists of people, of presumably varying characteristics, related to each other, and acting and interacting with each other to achieve one or more common purposes. A certain pattern of mutually complementary roles, statuses, and socially sanctioned ways of doing things is implied. These are the society's norms or rules. The purposes toward which the social organization, its relationships and interaction are directed reflect the basic values, the very *raison d'être* of the organization. Parish sociology directs its attention to the whole and each

⁵The *Official Catholic Directory* 1957 (New York 8, N. Y.: P. J. Kenedy & Sons, 1957).

of the parts of this parish social system.

The facts of each of these elements must be considered, and the degree in which they fit together and achieve the over-all objectives of the society. For example, the clerks at a government bureau might be chummy pals who enjoy each other's company at lunch and coffee break, but if their relationship does not contribute to the effectiveness of the office, it can hardly be counted as an asset to the bureau. Similarly, suppose a parish has a St. Vincent de Paul society of ten members, who are desirous of growing in personal holiness and contributing to parish life through helping the poor, but they spend their monthly meetings, month after month, discussing the same four cases of poverty and nothing else. Then one might question how much their collective man power and good will are actually contributing to the parish. The part must contribute to the whole. How often does this happen? When it does, how can it be improved?

Four Elements of a Parish

In the Code of Canon Law, the Church defines explicitly four constitutive elements of the Catholic parish: a particular territory, the people within it, their pastor, and their church. Other elements are implicit in this definition and in the very objectives of the parochial "Church in miniature." What are these objectives and other elements of an ideal parish?

As far as I know, there is no adequate definition of an "ideal parish." The definition in Canon Law lists certain juridical substantials, but says nothing of objectives or other elements that must be part of any social system. I propose the norm detailed below be used in appraising any parish.

Admittedly, this definition is quite a mouthful! But it is submitted so that any parish priest or apostolic layman will find in it just about all the criteria for appraising his own parish.

An Ideal Parish

The perfectly organized parish, in its most complete sense, is a functioning social system:

of such size and physical equipment; such numerical proportion among priests, staff, lay leaders and other members;

such a network of co-operating and mutually appreciated relationships and societies;

so consciously possessed in its members of the knowledge of Christian doctrine and moral;

so dedicated to the achievement of communal and personal holiness through

The definition gives rise to many questions. For example, do parish boundaries make sense? Many do, many do not. Is the physical plant adequate? What is being done about the large percentage of Catholic school children who cannot be accommodated in a Catholic school? Do priests and laity really know each other? Could the parish staff be enlarged by having the laity assume, with or without pay, some of the less priestly functions of the clergy? Do parishioners know each other? Do they have a mature understanding of their faith, not just a recollection of catechism answers remembered from grammar school? Few parishes would score a satisfactory mark on that question. Are Sunday sermons pertinent to the needs and interests of parishioners?

Are the parish's social and business enterprises, financing, and building adequate? Are they perhaps more successful than the parish's spiritual enterprises? What non-monetary contribution can the laity make to the parish? Can they participate in the parish's apostolate? Do the clergy follow the Holy Father's urging to accept the laity and look for ways to direct the lay apostolate?

How much true fraternal Christian love is evident in the parish toward fellow Catholics and non-Catholic members? Remember *all* persons living within the parish are considered by the Church to be part of the parish and the object of its apostolic concern. Does the parish school contribute to parish loyalty beyond the rallying around the old school team and banner?

Some of these questions imply a certain idealism, for we are considering an ideal parish as a norm for appraisal. Obviously, with such an ideal in mind, we cannot rest with what we have.

The first step is to find out the facts. A subsequent article will discuss the preparation, execution, and use of a parish census. Meanwhile, we may reflect on the

use of Mass and the sacraments and pursuit of the two great laws of divine and fraternal love;

so constant in its maintenance of the primacy of its spiritual values and apostolic commission over co-ordinated subsidiary temporal values;

so welded by the communal concern of its members

THAT there exists the practical and exploited opportunity for the spiritual and derivatively temporal richness of the faith to be brought to its every actual and potential member and to every institution of its coextensive civic community.

reminder of Pope Pius XII to the Central Institute of Italian Statistics in 1954: "And if statistics are used especially in the study of material development in the social, economic, and moral life of the nation, they can be used likewise in the study of a religious situation."

Perhaps if we had more studies of the parish, not all parishes would have to ask all the questions suggested above. We might build a core of socioparochial knowledge on which all might draw. For parish sociology is but a guide in helping the pastor lead his faithful flock and find the wanderers and the lost. It has the role of facilitating for the Church the task of transmitting its treasures, thanks to a more precise knowledge of the social situation of its children and the social pressures which help or hinder them.

HALF BILLION CATHOLICS IN THE WORLD TODAY

The one-half billion Catholics in the world today represent about 18.5 per cent of the total world population, according to the 1957 estimate published by the "World Mission Map." Editor of this edition is Dr. Harold J. Spaeth of the University of Detroit. The map is published annually by the national center of the Catholic Students' Mission Crusade, Cincinnati, Ohio.

The Catholic total of about 496,512,000 is an increase of 12,435,000 over last year's figure, a gain of $\frac{1}{10}$ of one per cent over last year's 18.3 per cent.

The United States ranked fourth in the world in the number of Catholics, although many other countries outrank it in the percentage of Catholics to total population. Countries were ranked as follows: Brazil, 54,405,000 Catholics; Italy, 47,775,920; France, 36,418,740; and United States, 34,386,351.

U. S. CHURCH MEMBERSHIP REACHES ALL-TIME PEAK

Church membership in the United States reached a new high in 1955, claiming 62 per cent of Americans. A century ago only 20 per cent of the U. S. population were church members.

The estimate of 103,224,954 church members is a gain of slightly more than three million over the previous year. These statistics appear in the *Yearbook of American Churches for 1958* published by the National Council of Churches.

Totals of U. S. religious affiliation are: Protestants 60,148,980; Catholics 34,563,851; Jews 5,500,000; Eastern Orthodox 2,598,055; Old Catholics and Polish National Catholics 367,370; Buddhists 63,000; Moslems 20,000. The Church of Christ, Scientist, did not report its membership.

According to the publication, the major religious bodies have developed in about the same relationship to each other during the past 50 years. Thirty years ago, 27 per cent of Americans were Protestant; today the percentage is 35.9. Catholics numbered 16 per cent of the population a generation ago; today they represent 20.7 per cent.

In the major Protestant "family" groupings, Baptists lead with nearly 20 million members in 27 different bodies; Methodists number 12 million in 21 bodies; Lutherans, seven million in 19 bodies; and Presbyterians, slightly under four million in 10 bodies.

**In finding an answer to the teacher shortage
in Catholic schools, we must ask—**

Are Qualified Lay Teachers Available?

By SISTER ELIZABETH ANN, I.H.M.

*Associate Professor of Education Administration,
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● THE BASIC PROBLEM confronting our schools is not the need for physical facilities, important as they may be, but the necessity of securing high caliber teachers in large numbers. A school system is judged by the quality of its teachers. It is safe to say that the spiritual and cultural level of American Catholics during the next 50 years will depend largely upon the quality of teacher we employ during this critical shortage.

It is a dangerous temptation to accept the less qualified teacher to fill a classroom vacancy. Equally perilous is the expedient of increasing class sizes to the point that it is impossible to educate children properly.

Good teachers are hard to find. Faced with the problem of staffing, a pastor or principal's first thought is to find Sisters. When the hard-pressed pastor or superintendent approaches religious superiors in hope of securing "just enough teachers to open the school," both pastor and superior must face the unalterable fact that, across the country, elementary school enrollments are growing almost four times as fast as the number of Sisters. And this estimate includes all Sisters—the nurses, social workers, and teachers—with the exception of cloistered communities.

No bursts of enthusiasm, no generous financial donations can produce a teacher on the spot; it takes years to prepare a qualified teacher, religious or lay. Today 37 states and territories require a bachelor's degree for the lowest standard teaching credential. This requirement is just; there is no short cut to the kind of training needed to educate youth today. In 24 states, Catholic school personnel must be certified if the schools are to be accredited. However, even if certification were not mandatory, parochial school teachers must be prepared adequately to meet the needs of the Church in the apostolate of education. The responsibilities placed upon teachers make it imperative

that they be given sufficient time to complete bachelor's requirements before entering the classroom. Sufficient time implies years of preparation.

Aside from any other consideration, the difference in birth rates between the 1930's and the 1950's are basic to the teacher shortage problem. There are simply not enough trained adults in the age groups from which we are accustomed to draw teachers to staff our expanding Catholic schools. In the past, we have depended almost exclusively on Sisters and on a small number of generous lay teachers who have been willing to work under almost the same financial arrangements as Religious.

Obviously, we must look elsewhere for our teachers. We must tap another source of supply, namely college graduates who would ordinarily prepare for public school service. Before further planning for the future of Catholic schools, we must answer the question, "Can an adequate supply of lay college graduates be made available to parochial schools?" If the answer is "No," some means of providing religious education other than the parochial school system must be found. If the answer is "Yes," then we can move ahead.

Survey of College Graduates

A Catholic women's college recently surveyed 200 of its graduates who had secured state teaching certificates within the past 15 years. Over 90 per cent of these graduates had taught in public schools, half of them remaining three years or more. Only 16 per cent had served in private schools at any time. Even within this smaller group, many had spent some time teaching in the public schools.

In most instances, these graduates were products of 16 years of Catholic education. If this college is at all typical (and there is good reason to believe it is), then Catholic schools are far from receiving a proportionate share of the teachers whom they have educated.

Why don't Catholic graduates teach in Catholic schools? Are young persons unaware of the need for lay teachers? Important as is the demand for good teachers in public schools, it may well be argued that there is even greater need for their services within the parochial school system. What conditions within Catholic schools are holding these teachers back from performing an apostolic work so vital to the actual existence of the parochial schools system? Is salary the only reason?

In an effort to find out why Catholic college students do not enter parochial schools, the 200 graduates were asked four questions: (1) At the time you qualified for a certificate, did you consider teaching in a parochial school? (2) At that time would you have taught in a parochial school if the salary had approximated that for public school service? (3) If you were completing college work today, would you teach in a parochial school assuming you were offered a salary close to that offered by the public schools? (4) What reasons other than salary would you give for not teaching in parochial schools?

Aware of Catholic Needs

Evidently, these graduates were aware of the need for teachers in Catholic schools at the time they were graduated from college. Over 75 per cent said they had seriously considered private school teaching. On the other hand, only 16 per cent were actually employed in parochial schools at any time. Almost 60 per cent, then, had considered parochial school teaching, but rejected the idea.

The reason for such rejection is not far to seek. Seventy-five per cent of the graduates replied they would have taught in a parochial school when they finished college if the salary offered had been comparable to that in public schools. The

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Photographs through the courtesy of *The Lake Shore Visitor Register*.

Four cadet teachers "intern" at St. George's elementary school in Erie, Pa., under the close supervision of the principal, Sister Ann Marie (upper right) and classroom teachers. Teachers, pupils, and parents approve the cadet program as a solution to the teacher shortage.

One solution to the teacher shortage is

Cadet Teacher Program

● APPROXIMATELY 275 girls are participating in a Cadet Scholarship Program sponsored by the Pittsburgh Catholic diocesan school system. With the co-operation of Catholic colleges and "sponsors," the girls are receiving teacher training and experience in teaching in the Catholic schools. The program, now in its fourth year, is expected to relieve a critical shortage of teachers for the 114,491 pupils enrolled in the Pittsburgh diocesan Catholic schools.

Very Rev. Msgr. John B. McDowell, superintendent of schools for the Pittsburgh diocese, explains the main points of the program: "Any student graduated from our high schools is eligible to apply under the following conditions—applicant must be a B student, be recommended by her pastor and principal, must pass a college entrance examination, and must have a sponsor. The sponsor is a pastor of a parish or a religious community agreeing to accept the candidate as a teacher for two full school years. Moreover, the sponsor must pay half the tuition costs and all fees and book costs for the student. If the candidate is approved by the superintendent of schools and has a sponsor, the Catholic college grants a half scholarship to the student."

"Students must follow the program as prepared by the col-

lege and as approved by the superintendent. This program provides for the following: First two years consist of a summer session, a full year term, and second summer session during which time the student gains 54 credits. The next full year is spent teaching in the school of the sponsor and attending Saturday classes to gain an additional six to eight credits. During this year the candidate receives \$70 a month to cover her lunch and transportation."

At this point the contract between the candidate and the diocese is terminated, and the student is free to drop the program if she so desires. However, contracts are renewable at this point for an identical program. Hence, it is possible for a candidate to earn 120 to 124 credits in four years, bringing her within a few credit hours of graduation. The candidate has also had two years teaching experience in the Catholic school and would graduate with her class in college.

In September, there were 275 girls enrolled in this program. Msgr. McDowell reports that the program has been generally successful and has received the warm and cordial support of pastors and religious communities. "The program could not func-

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Lay Teachers Available?

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figures show that most former students who had considered teaching in parochial schools would have taken employment in them if it were not for the salary barrier. One may speculate with profit upon the effect which these large numbers of qualified teachers might have had upon the school system during these past 15 years if they had decided to teach in Catholic schools!

A note of encouragement is that 87 per cent stated they would accept employment in parochial schools if they were completing college work today and if sufficient salary were available.

Many of these alumnae were interviewed informally at teacher placement offices. According to their own statements, they did not enter parochial schools because they were seeking highly remunerative salaries. Few teachers look to the parochial schools as a lucrative source of income. Their desire for financial security is just. Many graduates explained they had worked outside of school to finance their education. Some had borrowed money; others had relied on parents to provide for them until graduation. Again and again they indicated they would have liked to teach in parochial schools, but that in fairness to all concerned, they felt an obligation to support themselves upon graduation.

Living Wage Is Just Due

There is little doubt that lack of salary commensurate with the claims of social justice is the major obstacle to securing the services of college graduates as lay teachers. Our parochial school system has been built upon the contributed services of religious teachers. Obviously it is impossible to expect lay teachers to live as Religious. To ask them to exist upon a token salary is to put them in a worse financial position than Religious who can live in common and pool their resources.

Costs of living are no lower for lay teachers than for other employed persons. Those who travel long distances to school find that gasoline and automobile insurance are expensive items. Moreover, the lay teacher is expected to dress simply, but as a professional person. Parents and school personnel would be outraged if a teacher appeared in last year's gingham and bobby socks, yet appropriate street wear, suits and nylons cost money. Education, books, and a short vacation away from it all after ten months spent in the classroom with 50 wiggling members of the Church Militant—all these drain the lay teacher's bank account. Too often the teacher finds

that travel, clothing, and necessary incidental expenses leave little at the end of the month beyond the bare minimum for room and board. Books, memberships in one or two professional organizations, recreation, and other things needed to keep a teacher alive professionally are practically ruled out under prevailing salary conditions.

Few Social Benefits

Other reasons keep Catholic teachers from serving in parochial schools. Linked to the need for salary is the desire for other security provisions, especially tenure and a retirement plan. There should be some arrangement, too, whereby a lay teacher may advance to supervisory or administrative work. It is not unthinkable that lay teachers might be given the responsibility as department heads, members of supervisory staffs, and even as vice-principals of Catholic schools. Then, too, the crowded classrooms constitute another important drawback to teaching in parochial schools.

The final reason given for choosing public school service was "attitude of parents and of religious teachers toward the lay

as soon as there is a Religious available for his place. Lightening his work load by relieving him of extracurricular responsibilities only tends to increase his sense of isolation. Faculty meetings held behind cloister walls or on week ends do not help.

The lay teacher wants to accept his share of the work; he wants to participate actively in faculty meetings; but most of all, he wants to bear "the labor and heats of the day" with others and become an integral part of the staff. Reasonable work loads, tenure, provision for lunch facilities and a teacher's lounge where he can relax and study when not on duty—all are important in helping him better assume his professional responsibilities. The value of these considerations is greatly enhanced when they are viewed as marks of respect for another member of the teaching staff.

There is an adequate supply of qualified lay teachers available to the Catholic schools if we can provide a just salary and if we accept them as a bona fide part of the school system. The difficulties involved in providing a salary sufficient to meet the demands of social justice will constitute the most serious challenge of the future. The problem may call for

ARE TEACHERS TO BLAME FOR SHORTAGE?

"I think I would like to be a teacher," said a student from my biology class.

"With your intellectual ability, you should study engineering or pre-med!"

As a teacher I have done this sort of advising. Have you, another teacher, done so too? If so, we are to blame certainly in part for the present teacher shortage....

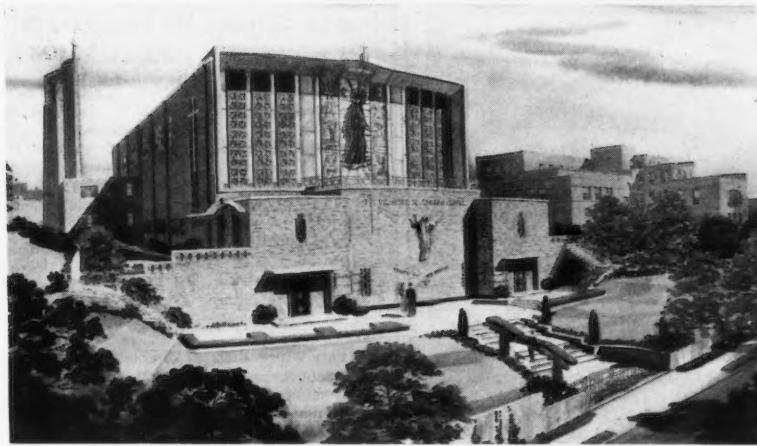
Let us continue to be enthusiastic in the classroom so that our students will continue to sense the appeal of teaching—sharing knowledge. We can do additional good by evincing this happiness and enthusiasm when we are with others, especially when in the company of parents of prospective teachers. . . . Let us begin a campaign of future teacher recruitment. We are the only individuals or groups of individuals who can and should recruit teachers. And let us recruit the best students. What profession warrants better personnel than ours?—R. LYNN HUTCHINSON, Associate Professor of Biological Sciences at New Haven State Teachers College, in Teacher Education Quarterly, Connecticut Department of Education bulletin.

teacher." This point did not loom large among the 84 per cent of the graduates who had never taught in parochial schools. However, it was a major consideration among lay teachers who had left the parochial schools after a period of satisfactory service. When interviewed as to their reasons for leaving, 70 per cent stated they would have stayed in private schools if the salary had been adequate. Second only to salary was that they were not accepted as full-fledged members of the parochial school staff.

Much progress has been made recently in the matter of acceptance. Still, too frequently, the lay teacher feels he is an outsider, a person who will be released

a restructuring of many of our accepted patterns of school support. Certainly it will necessitate a detailed study of the financial needs of each geographical area and of the financial ability of Catholics to support education. To solve the problem there must be mutual understanding, communication, and close co-ordination of effort between school personnel and the whole Catholic population.

Although the problem of staffing parochial schools is very complex, the first step has already been taken. The first question, "Are there teachers to be employed?" has been answered affirmatively. Now we can move ahead to the even more difficult question, "How?"



New Shrine for St. Cabrini

SITUATED on a natural knoll overlooking the beautiful Palisades of the Hudson River will be the new \$1,500,000 shrine in honor of Mother Frances Xavier Cabrini, the only naturalized American saint. The New York Archdiocese recently signed construction contracts for the two-story, fan-shaped brick structure adjoining Mother Cabrini high school in New York City.

Surrounded by terraced grounds, the shrine will have a commanding position overlooking Cabrini Blvd. The upper level will be a chapel accommodating 600 worshipers. Here the body of the saint will be enshrined, relocated from the small chapel in the high school. A larger and more fitting chapel is needed to accommodate the large numbers of worshipers and the daily and weekly pilgrims who come to venerate her remains. The existing high school chapel will be converted into much-needed classroom space, and a passageway will connect the two buildings.

The lower level of the new building will be a recreation hall with a gymnasium and auditorium that will seat 750 people. Included in the project will be private quarters for chaplains, and a tall brick tower for a future carillon.

Constructed of reinforced concrete and structural steel, the shrine will have a warm tan brick exterior. According to the architects, De Sina and Pellegrino, it will occupy 12,200 sq. ft. of land, and will contain 30,500 sq. ft. of floor space on its two levels. The entire building will be air-conditioned.

Major entrances to the building will have decorative metal gates. One entrance will have a ramp for aged and infirm

worshipers who cannot climb steps. The focal point of the central terrace will be a 10-ft. high statue of the Sacred Heart cast of gold-anodized aluminum. Stone steps will lead to the upper chapel where a large 24 ft. high, stained glass panel will depict scenes from the saint's life. The building will also house the St. Cabrini Museum.

Mother Eulalia Morrow, M.S.C., the superior of the high school, has stated that the decorative interior finishes of marble, stained glass, mosaic murals, woodwork, and metal grills will all be donated by the foreign missions of the Missionary Sisters of the Sacred Heart. This is the religious community founded by St. Frances Cabrini in Italy in 1880, and brought to the United States in 1889. At present, the order has missions in Canada, the United States, Central and South America, Europe, and Australia. Missions in Africa and China were closed during the war.

The basic form of the new shrine with its splayed walls is symbolic of the open "chalice plan" inherent in Catholic Church history, according to the architects. Nave walls will taper toward the sanctuary and altar shrine. A circular dome over the main altar will be lighted by sky domes. A pierced metal canopy will be suspended over the altar. Around the curved sanctuary will be three side altars dedicated to the Sacred Heart, the Blessed Virgin, and St. Joseph.

Consulting engineers on the project are Youngson and Ciampa, structural work, and V. L. Falotico Associates, mechanical work. Collaborating artist is Fabian Zacccone. Contractors are Cuzzi Brothers and Singer. The shrine should be completed by 1959.

How Much We Spend —

(Concluded from page 71)

mula I. Number 20 now provides that in all cases where there is an urgent necessity, evident utility, and danger in delay, the faculty is granted to permit persons interested (according to Canons 534, par. 1, and Canon 1532, par. 1, n. 2) alienations of ecclesiastical property or property of pious causes whose price does not exceed double the increased amount fixed by the Sacred Consistorial Congregation in various countries, by the notification of October 18, 1952. A competent Sacred Congregation is to be notified within a year of the alienation made.

The Apostolic Delegate to the United States has faculties to allow the incurring of parish debts, whether the pastor is a diocesan priest or a religious, up to \$500,000 actual, not gold, value. In parishes of the Oriental rite, he can permit incurring of debts up to \$250,000 actual value. He can further permit religious communities to contract debts up to \$500,000 gold value.

Evaluating the U. S. Dollar

In view of the fact that the United States dollar was proclaimed by the President on January 31, 1954, to be $15\frac{1}{2}$ grains of gold, $\frac{1}{10}$ fine, the \$500,000 gold value amounts to more than \$800,000 actual value. Previously, the U. S. dollar had a value of \$20.67 per fine ounce, based on the dollar of 25.8 grains of gold, $\frac{1}{10}$ fine.

Reason for Canon Laws on Debt

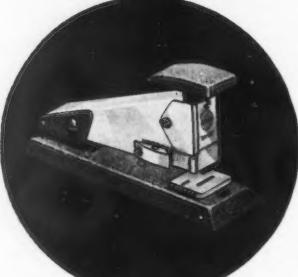
The Church holds its property for religious and charitable purposes. The foregoing rules requiring permission of various superiors for the contracting of debts are intended as safeguards against dissipation of that property by improvident administration with a consequent lessening of the Church's ability to provide for the needs of its children.

Since the amount of debt which can be incurred for a new church or school will depend upon the ability of the parish to repay the money, it follows that the amount of money which must be on hand will depend upon the amount which the parish will be permitted to borrow. Thus, if a parish desires to build a school costing \$1 million, it will have to have on hand \$500,000. The Delegate can permit it to borrow only \$500,000, assuming that the parish seems to have the capacity to repay such a sum within a reasonable period of time. Should the parish not have such capacity, the permission will be given only for such a sum as it seems capable of repaying.

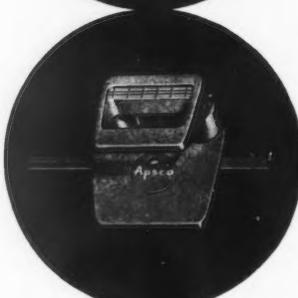
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**URGE FATHERS TO PARTICIPATE
IN HOME AND SCHOOL PROGRAMS**

When the 25th National Catholic Family Life convention met in Milwaukee, Wis., in mid-March, the group set up some guideposts for Catholic pastors and leaders of the Family Life groups to follow in their apostolate. Their resolutions may help pastors strengthen this important lay movement in the Church.

Although the Catholic Family Life programs have been well established in this country, the group insisted that the *parish* be emphasized as the center, the focal point, and that it be a responsible agent under the Bishop for the promotion of the program.

The importance of the laity was stressed. "Since there cannot be an actual Christianization of society in all its ramifications—economic, rural, educational, familial, and political—except through the layman, the layman must understand, realize, and execute his responsibility to the reconstruction of the social order under the teaching authority of the Church." The priests of the parish should explain the importance of the Family Life movement to lay men and women and urge their participation.

In particular, the group urged that the father of the family become more active in parish and school affairs. "Modern society tends to emphasize the mother's role as the heart of the family without recognizing the true role of the father as head of the family," they explained. "The father is by nature the sanctifier, the builder, provider, legislator, teacher, and disciplinarian of the home. His true role should be re-emphasized."

On the parish level, men's societies should be asked to participate more in home and school affairs. Some parishes have achieved greater participation of fathers through parent clubs that demand that both spouses attend meetings together. Other parishes encourage joint meetings between men and women's societies. Such plans result both in greater unity in the home and in a more co-operative, decisive spirit in the home and school program. Other means of achieving family unity are through family retreats and days of recollection followed by special blessings of family groups.

Although the premarital Cana conferences are now well established throughout the country, the Family Life group asserts that few parishes offer parents opportunity for self-improvement after marriage. They suggest study clubs and programs in the parishes and schools designed for parental self-improvement which would advance educational, emotional, and spiritual growth of the individuals. Such programs will not only assure individual improvement, but will help cement the marriage bond, increase culture in the home, and develop a better home environment.

To help teen-agers prepare for future marriage calls for the co-operation of educators and parents. Both should study the deficiencies that lead to teen-age steady dating at an early age. Parents should promote wholesome recreation and meaningful activities for teen-agers. Parents are also counseled to give proper instruction in sex that will develop in teen-agers proper attitudes and reverence for future family life. Often the parish can help parents by providing a place for these teen-age activities, and by offering guidance courses for parents.

Since 18 per cent of the people in the United States change their addresses every year, the group recommended that parishes welcome new members and encourage their participation in parish groups. They further advised that the parish keep in touch with its young men in the service by sending them the parish bulletin or diocesan newspaper.

They Built a 15 Classroom School in 15 Weeks!

● ON OCTOBER 2, some 711 students started classes in the new 15-room Holy Assumption school in West Allis, Wis. The school had been built in what may be a record time of 15 weeks.

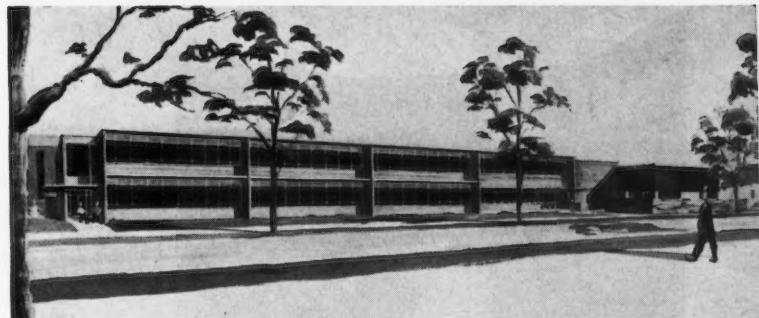
The problem had been to construct a new convent and elementary school on the same premises occupied by an ancient convent and an obsolete school. Time was the issue that continually presented itself to Rev. Philip J. Rose, administrator of the parish, and his building committee, consisting of architect Mark F. Pfaller, and numerous contractors and subcontractors.

All questions seemed to start with "when." When would the Sisters be able to find other quarters? When would their convent be razed? When would they have to return to a new convent? When would pupils be dismissed for summer to allow for the razing and building of the new school? When would the building be completed?

A schedule was planned. It had to be followed closely.

Late in December, 1956, the convent was razed. Temporarily, the eleven School Sisters of Notre Dame were housed at their mother house in nearby Milwaukee, but they had to return to their own quarters by May, 1957. Early in May, the new convent with facilities for 20 nuns was turned over to the Sisters.

The school adjoining the convent was the next project on the agenda of the



Holy Assumption School in West Allis, Wis.

architect, the general contractor and a host of subcontractors. A condition of the contract was that 750 school children would be able to start classes by October 1, 1957. So there was less than six months time after the completion of the convent for the razing of the old school building and the building of the new school.

According to schedule, students were dismissed on May 6, to begin their summer vacation. On the same day wrecking crews moved onto the site. By May 27 demolition of the old school was completed. On the following day, excavation for the new two-story school began. On June 7, the excavation for the building, 211 ft. long by 65 ft. wide, was completed, and the first pouring of the footings was done.

The October 1 completion date called only for occupancy of the basement and first floor. However, it was decided that an all-out endeavor of all contractors working under the direction of the architect would result in total occupancy of all 15 classrooms, library, and offices by that date.

Both Father Rose and Mark Pfaller attribute the construction efficiency to weekly conferences they held with the builder, Richard Hunzinger, and all the subcontractors. There was a ready supply of

materials and men for the job. Labor records show that as many as 105 men worked daily for a number of weeks, but in all, there was little or no overtime labor. Working as a team, the builders reached their goal of a 15 classroom school in the record time of 15 weeks.

The result was a modern, contemporary school of 15 classrooms, each 36 by 22 ft., with offices for pastor, principal, and school nurse, a library, and storerooms on both floors and in the basement. Tunnels connect the school with the church and auditorium. It is also connected on both floor levels with the convent building.

The school, of reinforced concrete, has two long exterior walls of glass and brick. It has poured concrete floors and stairs, concrete block interior walls, and a flat roof. The interior finishes of the school, also completed by October 1, included: terrazzo floors and tile wainscots in corridors and stair wells; asphalt tile floors in other areas; painting; all ceramic tile toilet rooms; chalkboards, trim, aluminum doors, acoustical ceiling and millwork; as well as a central heating plant for the entire parish plant — church, school, convent, rectory, and parish hall. The plain, functional school and convent building cost \$806,000.

Cadet Teacher Program

(Concluded from page 77)

tion without the generous help of the Catholic colleges of this area," he acknowledges, "whose role in this program is another indication of the many contributions they are making to the cause of Catholic education."

In the Diocese of Erie, Pa.

A similar program for cadet teachers, inaugurated in the Diocese of Erie, Pa., three years ago, has now become an integral part of the curriculum of the diocesan department of education. Promoters of the program stress that the cadet teacher is not *practice* teaching, but actually *teaching* under an intern system. Like the beginning doctor, the cadet teacher works under supervision of an experienced professional teacher.

In the Erie diocese, the cadet teacher costs the parish school \$1,000 per school year, which is many times less than the cost

of a professional lay teacher. Half of this money is given to the cadet for living expenses, \$400 to the college for board, and \$100 for tuition.

In the Diocese of Toledo, Ohio

A variation of the cadet teaching plan has been put into effect at the Central Catholic high school in Lima, Ohio, and St. John's high school in Delphos, Ohio, where senior high school girls serve as cadet teachers in elementary schools. Both schools offer a senior home arts course that includes instruction in child care and educational psychology for one hour a day. The girls spend four hours a week in the elementary classrooms, under the supervision of grade school teachers who help in their training. About 15 senior girls are enrolled in the course at each school. It is expected that the parishes will provide cadet scholarships for them after their graduation from high school.



This beautiful shrine of Our Lady of Fatima with the three children is in the vestibule of St. Nicholas elementary school in Evanston, Ill. A rich blue plastic background sets off the white marble statue. Decorative acoustical tile ceiling, glazed tile walls and terrazzo floor add to the simple, distinctive setting.



St. Nicholas Elementary School

● WHEN a Catholic school outgrows its building and further addition is inadvisable, the solution is a new school building tailored to the enrollment, the site, and the existing parish buildings. The new three-level St. Nicholas Elementary School in Evanston, Ill., offers compact and contemporary schoolhousing for almost 700 pupils. Behind the school there is an ample play area and parking lot; however, three residences had to be removed to obtain the 250 by 184 ft. site.

The new, three-story building provides 16 classrooms, a double-sized kindergarten, four offices, a clinic, two teachers' rooms, a music-assembly room, and a large cafeteria-auditorium. Built of incombustible materials, the school has an all-steel frame and concrete slab construction. The red

face brick exterior, chosen to harmonize with the existing parish convent, is trimmed with Bedford and Lannon stone. The main entrance is flanked by Minnesota granite.

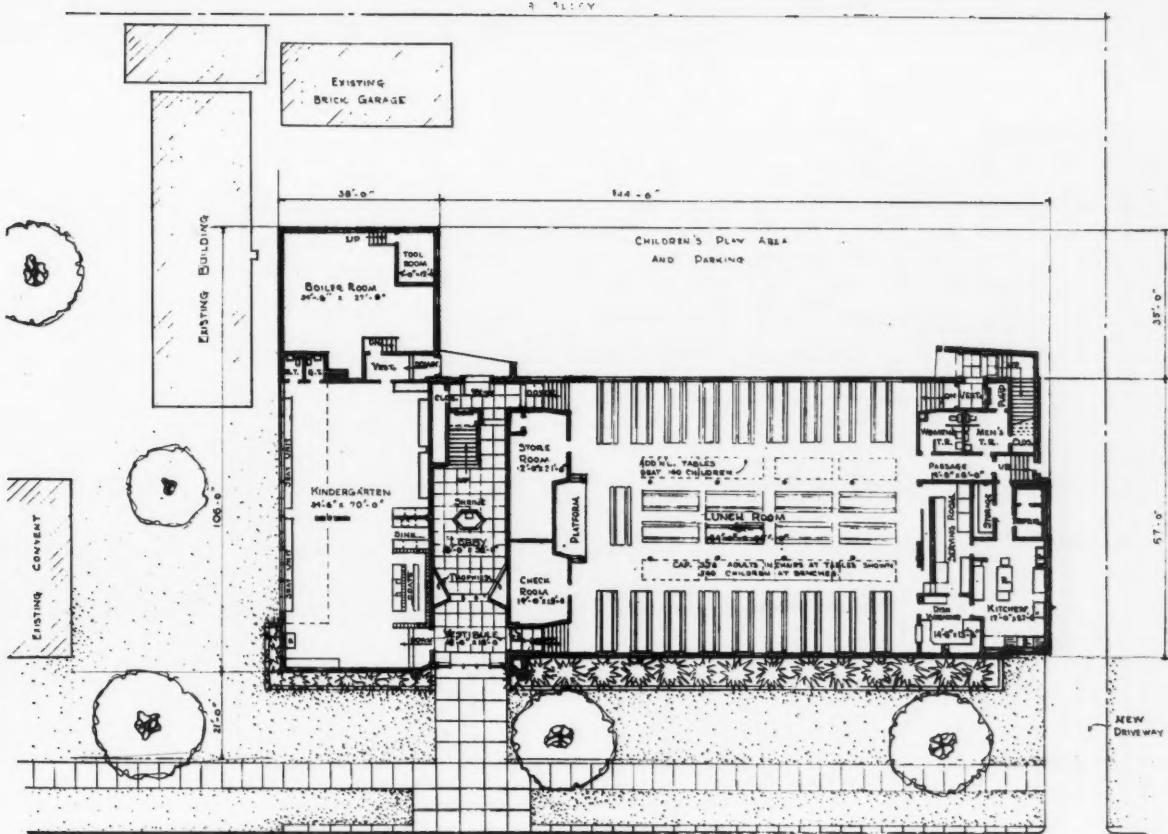
"Maintenance was of prime importance," states the Rt. Rev. Msgr. Peter A. Engeln, pastor, in describing the interior. "We used glazed tile throughout and at a height where sticky fingers would not mar the walls. Painted masonry blocks form the upper part of every room. Acoustical tile ceilings keep down noises and echoes. The teachers have told me they find it much easier to teach here than in the old classrooms."

The glazed tile wainscot (5 ft. high) is used in all classrooms, corridors, and in the lunchroom, while full-height ceramic tile is used in the kitchens, lavatories, stair

halls and main lobby. Vinyl plastic tile covers the classroom floors, while terrazzo is used in corridors, kindergarten, lunchroom, stairs, and lavatories. All ceilings are of acoustical tile, except in the lavatories where a washable vinyl plastic tile was used.

Fatima Shrine Is Focal Point

The street level entrance opens into a green tiled vestibule on the ground floor. Here one's attention is immediately drawn to the marble shrine of Our Lady of Fatima with the three children. Pupils often bring flowers and plants to fill the marble base of the statue which was erected because the school was a Marian Year project. Floodlights set off the shrine and its rich blue corrugated plastic back-



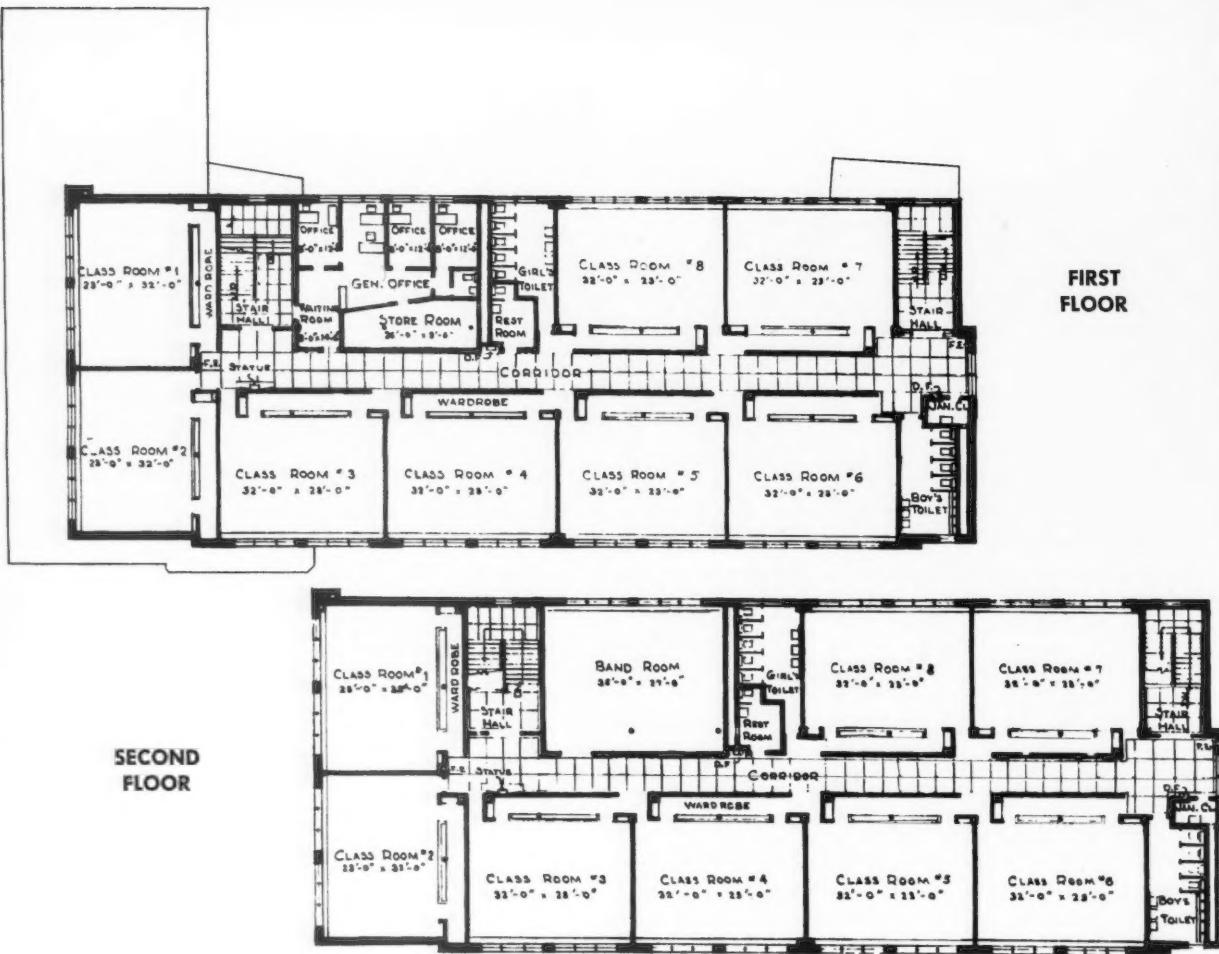
GROUND FLOOR AND BASEMENT PLAN

SCALE - 1/8"



Pirola and Erbach, Chicago architects, designed this attractive functional school building. The exterior of red face brick is trimmed with stone. The aluminum and glass doors at the main entrance are flanked with rich-looking Minnesota marble.





ing. An unusually decorative acoustical tile ceiling is in keeping with its quiet dignity.

The entrance is flanked with glass trophy cases for student awards. Two smaller statues of St. Nicholas and the Sacred Heart are located at the head of the stairwells on the first and second floors.

To simplify the supervision of pupils, the administrative unit is located at the head of the stairs on the first floor. It consists of offices for the priests and the principal, a general office, a mimeograph room, a nurse's office and waiting room, each measuring approximately 8 by 12 ft. A nearby storeroom measures 26 by 9½ ft.

On each floor there are eight classrooms, measuring 32 by 23 ft., with "walk-through" wardrobe corridors 4½ ft. deep. Classrooms facing north and the front of the building have a two-tone rose color scheme, while the southern exposures have two-tone green walls. Draperies are of mist green Fiberglas; chalk boards and cork tack boards are also green.

A large music room, 35 by $27\frac{1}{2}$ ft., on the second floor is also used as an assembly hall for larger class groups, such as the 92 children who composed this year's First Communion class. An intercommunication system connecting the classrooms with the office has been extended to the lunchroom, corridors, and to the older buildings so music can be provided there.

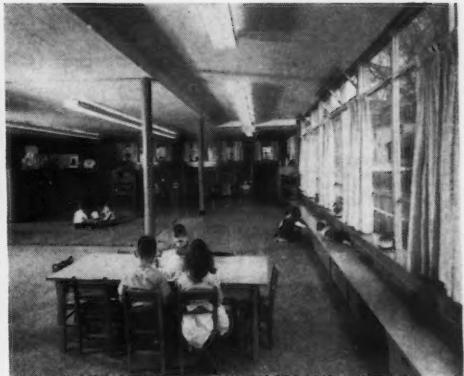
An Outstanding Kindergarten

Probably the most outstanding room of the school is the spacious kindergarten, 34 by 70 ft., on the ground floor. Completely self-contained, it has a kitchen unit, wardrobe area, storeroom, and two toilets. There are entrances from the main lobby and the play yard. A wall of windows facing the east are curtained in sunny yellow which harmonizes with the two-toned green ceramic walls. Radiant heating in the terrazzo floor assures an even temperature at all times. The room itself, more than double the size of a regular classroom,

has separate work and play areas, including curtained play booths. Furniture, especially constructed for such kindergarten occupations as drawing, crafts, and clay modeling, consists of roll-out units with tilt tops and toy storage compartments.

Also on the ground level are the boiler and storage rooms, and the large 84 by 65 ft. lunchroom, fully equipped with stainless steel kitchen and separate toilet facilities. The cafetorium will hold 1000 students. It has 18 built-in Port-A-Fold tables and benches and eight Mobil-Fold units that can be erected in the center of the room. Portable chairs are set up when the room is used as an auditorium. There is a modest platform built into one end of the room, and an adjoining checkroom with metal racks for 200 hats and coats. At the opposite end of the room there is a Panel-Fold curtain that shuts off the serving room and kitchen areas. Four large exhaust fans ventilate the room.

The school is heated by a modern two-



This sunny, spacious kindergarten, $34\frac{1}{2}$ by 70 ft., has one wall of windows facing east, all tiled walls, and radiant floor heating. Note the special play furniture and equipment, cabinets, kitchen unit, and the curtained play booths in the rear of the room.

pipe, low pressure vacuum steam system. Each classroom has a modern heating unit that takes in outside air and tempers it. Window line units are incorporated for ventilation. All classrooms have instant-start fluorescent lighting. All window and door frames are of extruded aluminum with weatherstripping. Interior door frames are of aluminum with prefinished wood doors.

The building was designed by Pirola and Erbach, Chicago architects, under the di-

rection of Msgr. Engeln. It cost \$600,000 without equipment, an average of \$857.14 per pupil. The teaching staff consists of 12 Sisters of St. Agnes and four lay teachers. Msgr. Engeln and his three assistant priests teach catechism classes.

An interesting sidelight on the story of the new St. Nicholas school is that the old school building has not been abandoned. "We have kept six rooms on the upper floor intact in case we have to resort to them

in the future," explains Msgr. Engeln. "Since our parish has grown and our church could not be enlarged, we converted the first floor of the old school into a permanent chapel seating 550. There is a soundproof crying room with a speaker system, so that mothers with babies can hear Mass without disturbing other worshipers. At present, the basement of the old school is being renovated to serve as a parish meeting hall and social center."



This is the serving counter in the sparkling lunchroom at St. Nicholas school. Terrazzo floors, glazed tile walls and stainless steel equipment make for easy maintenance. The area can be closed off from lunchroom with a folding door.



This large room on the ground level of the building is used as a cafeteria and auditorium. Note platform stage at right. It has 18 built-in wall tables and benches, and eight portable table and bench units may be set up to accommodate 1000 pupils.

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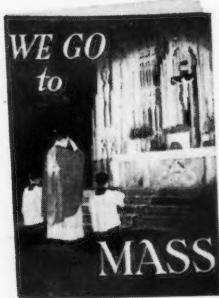
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Lexington Catholic High School

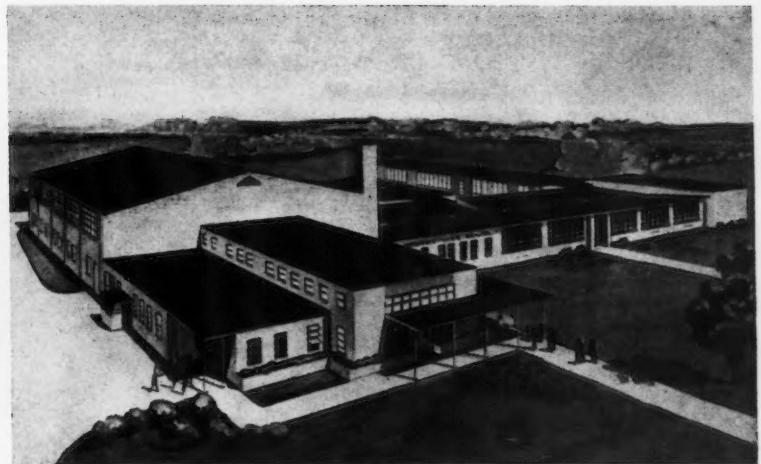
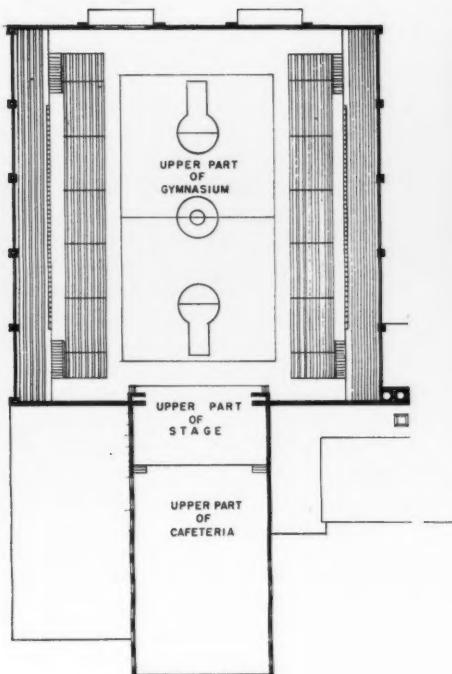
● LAST MARCH some 3000 Catholics crowded into the auditorium of the new Lexington Catholic High School for the dedication of the new \$625,000 building. They heard the Most Rev. William T. Mulloy, Bishop of Covington, praise it as "an outstanding structure and a credit to Lexington and central Kentucky."

This functional, rambling one-story building crowns a nine-acre

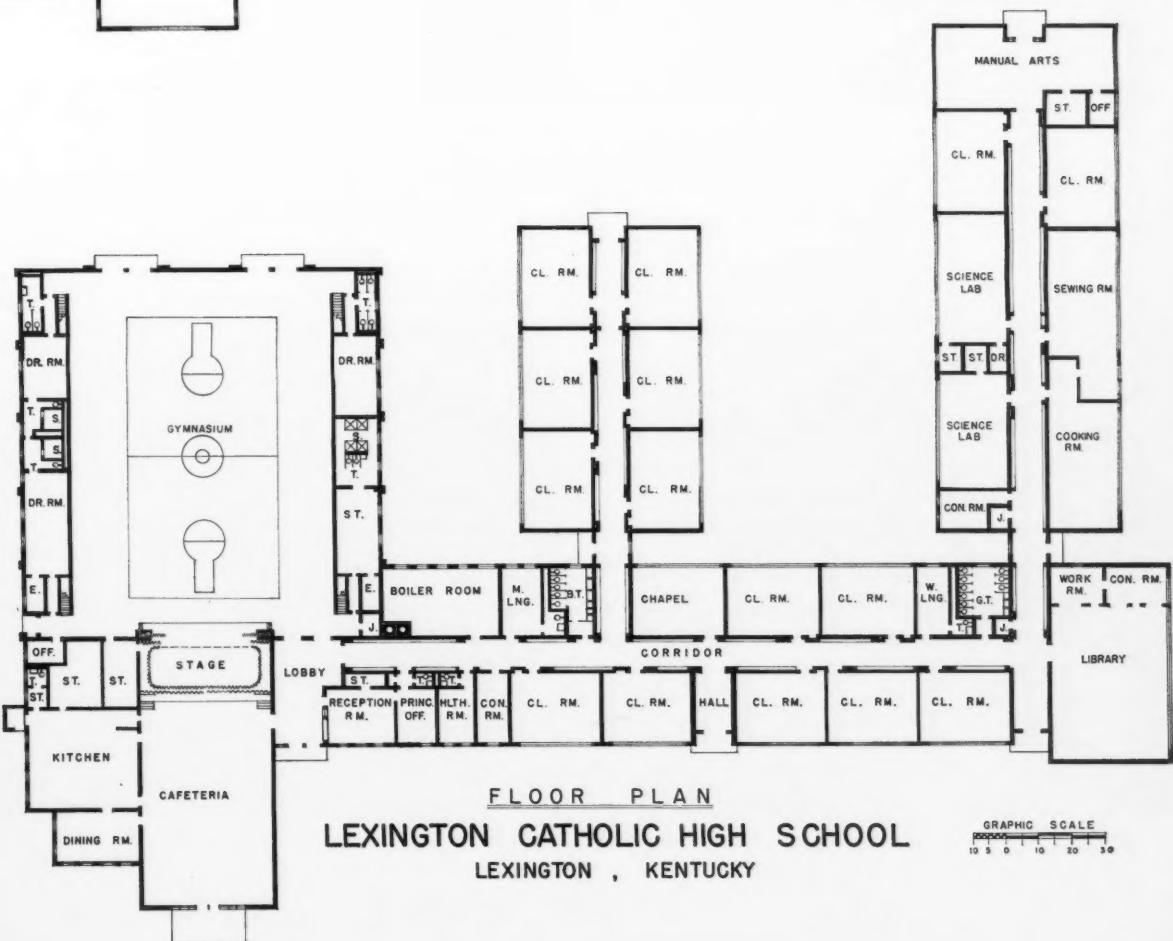


Rt. Rev. Msgr. George J. O'Bryan waits in the lobby that serves as a reception area for both the school offices and the gymnasium auditorium areas. Glazed tile walls, acoustical tile ceilings, terrazzo floors simplify maintenance. Note built-in glass trophy case. At right, the spacious 80 by 107 ft. gym-auditorium was filled to its 2500 capacity during the dedication ceremonies.





This functional one-story, brick and wood school building was designed by the architectural firm of Meriwether, Marye and Associates, Lexington, Ky. General contractors were Forbes and Taylor, Inc.





A separate wing of the Lexington Catholic high school contains all the science laboratories, the home economics department and manual arts workshop. Above are the well-equipped physics laboratory and the home economics kitchen.



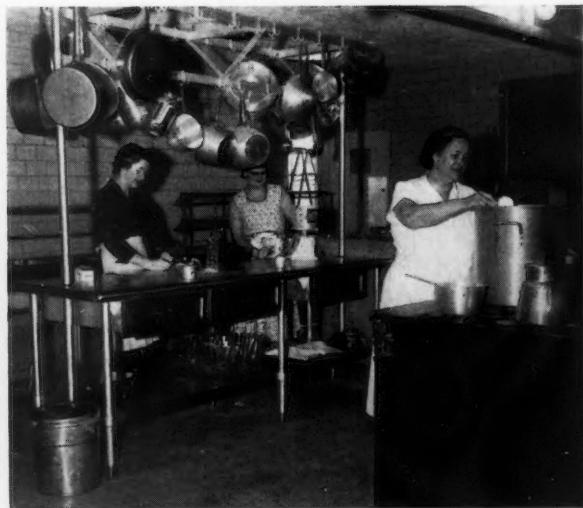
With this compact communication system, located in the reception room off the lobby, it is possible to communicate immediately with any or all of the rooms in this rambling school.

site on the outskirts of Lexington, where it can serve the educational needs of several parishes. The new centralized Catholic high school is an outgrowth of a merger of two secondary schools of long standing in the community. In 1951, St. Catherine's Academy for girls and the Lexington Latin School for boys were consolidated into one coeducational school. Although the new building was designed to accommodate 450 to 500 students, at present only about 330 pupils are enrolled.

Designed by the architectural firm of Meriwether, Marye, and Associates, the 15-classroom building blends beauty with practicality. Finished in buff-colored Kentucky brick, the building has a frontage of 348 ft. and a depth of 160 ft. Construction, begun in January, 1956, was virtually completed in October, 1956 when a time bomb blast destroyed almost 60 per cent of the library wing. Repairing the damage set back the completion date by more than two months.

The school has 15 classrooms, a commercial department, photography room, guidance office, health clinic, and two faculty lounges. The building is planned so that the administrative offices control the entire building, including gym, cafeteria, and classrooms.

One separate wing of the building contains the two science laboratories for physics and chemistry classes, a manual arts workroom, and the cooking and sewing rooms. This laboratory wing is situated so that the prevailing wind will carry away noises and chemical odors from other classroom areas.



Students' mothers cook the meals served in the school cafeteria. Only one corner of their spacious, well equipped kitchen is pictured below. A large storeroom adjoins the kitchen.

The library, too, is set off by itself which promotes a quiet atmosphere, yet it is centrally located for the convenience of all students. It has a large reading room plus smaller conference and workrooms.

Down the corridor from the office is the small chapel, the hub of student activity in any Catholic high school. Seating 60 people, the chapel has rich mahogany paneling with matching altar and pews. A heavy maroon curtain forms the backdrop for the simple altar. There are two confessionals in the rear of the chapel.

The combined auditorium-gymnasium, measuring 80 ft. 4 in. by 108 ft. 7 in. and seating 2500 people, is one of the largest in central Kentucky. An unusual feature is the stage located between the gymnasium and cafeteria. Modern folding curtains make it possible to open the stage to audiences on both sides, or to close it off for use in either the gym or the cafeteria. Both permanent seating and folding bleachers are used. Behind the stage, the cafeteria and all-purpose room seats another 250 to 300 persons. An adjoining kitchen is located for convenient service to both cafeteria and gymnasium. Plenty of storage space near the kitchen and the custodial areas is included.

Interior features contribute to the building's low cost and easy maintenance. Walls are pastel-colored concrete block, with the exception of the glazed tile corridors and lavatories. Acoustical tile is used on all the ceilings. There are terrazzo floors in



Rev. Robert Frick of the faculty poses with students in one of the bright cheerful classrooms. Concrete block walls are painted in pink, green, yellow or blue pastels.

the kitchen, corridors, and lavatories; asphalt tile covers classroom and office floors, and the gymnasium floor is of hardwood.

A unit ventilating system of heating provides cool air on hot summer days, as well as winter heating. The school has natural lighting supplemented by incandescent lighting in concentric ring fixtures. Ceiling height windows are rendered glareless by a diffusing glass panel at the top which decreases the need for shades by 75 to 80 per cent, according to the architect. In the corridors and library, small translucent

glass skylights augment the natural lighting.

Contract cost of the building was \$585,-159.27, plus an additional \$40,000 for equipment, bringing the total cost to \$625,-159.27. Square foot cost was \$13.57; per pupil cost was estimated at \$1,389.25, based on an enrollment of 450 pupils.

Since 1954, the Rev. Leo G. Kampsen has served as principal. Assistant principal is Rev. Leo H. Frankrone. The 17-member faculty consists of diocesan priests, and Sisters of Charity of Nazareth and Sisters of Divine Providence.

Library reading room with pale blue walls and bookshelves lining its four sides has a radiant heating system in the floor.



All photographs through the courtesy of The Messenger, Covington, Ky.

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will find that—**

● PEOPLE as a whole recognize the value of periodic medical checkups by their family physician or a specialist in internal medicine as a means of preventing illness. Preventive medicine has contributed toward a longer and useful life span, even in these days of tension, overwork, and physical pressure. It is no less important, from the standpoint of dollar investment, to approach housekeeping and building maintenance in the same practical manner.

Catholic parishes throughout the nation will spend approximately 20 cents per square foot per annum for normal housekeeping in churches, schools, convents, and rectories during 1958. While no exact figures are available at this time, a conservative estimate would place a value of about \$150 million on this recurring year-to-year operation. A backlog of major maintenance and repair projects required to update and modernize existing structures will amount to another \$175 million. These estimates reflect the cost of all labor and material required in the performance of the indicated work. While staggering in scope when viewed in this manner, this total cost of maintaining existing structures represents only about 2 per cent of their replacement value.

Increasing age of existing buildings and soaring maintenance costs force administrators to take a close look at the importance of preventive maintenance. The combination of research and sound principles of engineering has elevated this recurring type of work to professional status to assure proper selection and use of quality ma-

or others having professional status in other fields such as education and/or administration, for these essential inspections does not normally produce the desired results. A trained and practiced eye is required to recognize and diagnose structural ills through symptoms not apparent under normal conditions, and to detect early failures in floors, painted surfaces, electrical and mechanical installations, tuck-pointing and other related weaknesses. A complete inventory should be prepared for all mechanical and electrical equipment.

Every group of building facilities should be subjected to a complete and thorough inspection every six months by qualified professional personnel. This inspection should include all portions of the building structures from the foundations through the roof, as well as all mechanical and electrical equipment. Deficiencies noted at this time should be the subject of immediate remedial action and not deferred until later. Remember there is no convenient time for the accomplishment of maintenance and repair work. It is my firm conviction that these periodical inspections should not be performed by personnel regularly associated with the buildings in question because it is easy to live with building defects and overlook their presence.

Managers of diocesan or parish property must know what is owned and where it is before the building plant may be maintained properly. While this statement may seem self-evident to the majority of management, few administrators have current

Preventive Maintenance Pays Off

By JAMES NEIL MORRIS

*Consulting Maintenance Engineer
Wheaton, Md.*

terials and efficient utilization of manpower. The end result is better maintenance at reduced annual cost.

Insist on Professional Inspection

The first step in a sound preventive maintenance program is a thorough inspection and survey of existing facilities, utilizing the services of professional engineers and/or architects. These professional men have knowledge of materials, construction techniques, and experience in the productivity of labor assigned to specific cleaning and maintenance operations. Employing nonprofessional personnel,

inventories to prove it, and the quality of building maintenance throughout many parishes leaves much to be desired.

Inspection and survey data should be carefully compiled and evaluated to focus attention on problem areas. Specifications and drawings (if required) should be prepared to adequately detail and describe major maintenance and repair work needed to update the building structure and its fixed equipment to acceptable standards. Estimates of cost and complexity of work involved will permit management to determine if the work is to be performed by the permanent maintenance staff or

through the use of outside contract services. The indicated recurring housekeeping operations should be analyzed. All cleaning and sanitation procedures should be outlined clearly and concisely for each individual surface and/or material incorporated in the structure.

It is highly essential that each recurring housekeeping operation be viewed in the light of the job to be done, materials and equipment to be used, and the amount of man power required in its efficient accomplishment. Daily, weekly, monthly, quarterly, and annual schedules of work are a necessity as an integral tool of the over-all preventive maintenance program.

Hire Experienced Custodians

Proper utilization of man power cannot be overly emphasized as trained and productive labor is the real key to a successful maintenance program at reasonable cost. Data developed at the national level from actual work experience and based on averages such as physical capacity, interest shown in work assignments, size of tools and products, average supervision, etc., pinpoints what may reasonably be expected in the work output from each maintenance employee. It has also been determined that trained workers will produce more acceptable work—by approximately 20 per cent—than untrained workers with each exerting the same physical effort. Since at least 90 per cent of the total cost of any realistic maintenance program is represented by the cost of labor, it is therefore essential from the standpoints of production, costs, and progressive management that all workers know their job thoroughly and that their every action in work performance is planned and timed to assure maximum production with unnecessary waste of physical exertion.

Charitable considerations sometimes applied in the selection and employment of maintenance personnel is a questionable method to be followed in the protection from damage of substantial dollar investments in building facilities. Physical stamina, alertness of mind and a keen interest in keeping abreast of current maintenance practices are prime requisites for the individual who is directly responsible for the prudent maintenance of the facilities assigned to his care. "Old Mr. Jones who can't get another job" should not be entrusted with these vital responsibilities.

Have a Follow-Up Inspection

The success of a properly organized preventive maintenance program—and this includes daily housekeeping as well as the accomplishment of minor repairs—de-

A COST YARDSTICK FOR ESTIMATING BUILDING REPAIRS

Item of Work	Recurring Repairs	Replacements	Improvements
Landscaping	3.0%	2.2%	0.3%
Sidewalks and drives.....	6.4	4.9	1.2
Electrical work	4.0	2.1	5.5
Lighting	1.5	4.1	9.4
Heating	5.3	8.5	1.4
Air conditioning	1.8		48.2
Ventilating	1.6	4.3	3.2
Plumbing	4.1	12.2	0.4
Roof work	4.6	22.0	0.3
Remodeling	3.3	5.1	20.1
Floors	4.1	14.1	1.0
Structural	3.1	11.4	2.3
Painting	40.5	2.6	0.7
Other	16.7	6.5	6.0
Budget Yearly Repairs (per square foot) 16¢		7¢	8¢

Reprinted with permission of American Institute of Architects from School Plant Studies, July-Aug., 1956.

pends on close follow-up inspection by management at regularly established intervals. In the case of schools where conditions of use are severe, weekly or even daily spot checks should be made to assure that all work is being performed in compliance with the planned program. It is also good policy to devote a few periods during the school year to lecture periods for the benefit of both the teaching staff and students as to the over-all value of their active participation in the planned and engineered preventive maintenance program. No program of this type is any better than the quality of its supervision. It is essential that a team effort be applied to its implementation and accomplishment.

Buy Quality, Not Price

In many instances, Catholic administrators have bought low-quality maintenance materials and equipment because of price considerations and misrepresentations on the part of sales representatives having selfish motives. All material and equipment should be purchased on the basis of factual research into the job to be done compared with actual performance under local job conditions. As an example, water emulsion wax at \$1.50 per gallon is usually far more expensive in the long run than a comparable quality material at an initial cost of \$5 per gallon. Purchasing such materials in drum lots to take advantage of discounts is usually wishful thinking because of the added labor cost required to get the material to the point of work performance. Every material and equipment purchase should be based on the concept of quality performance and production with the least possible amount of labor. This

requires close scrutiny on the part of management's maintenance consultant.

A common preventive maintenance problem throughout many areas of the country is the effective removal and control of mildew, fungus and efflorescence in exterior masonry surfaces. The development of transparent and toxic waterproofing products during the past ten years has brought about a definite cure for these problems if combined with proper cleaning and tuck-pointing procedures prior to application of a waterproofing material. Each individual building presents its own specific problems and, again, it is essential that these structural ills be diagnosed by qualified professional personnel, rather than using products and procedures based on sales propaganda or pricing considerations. A watertight building is essential to the proper maintenance of all interior finishes and materials incorporated within the structure.

Significant developments have taken place during the past three years in the control of scale and corrosion in pressure vessels such as heating boilers, water heaters, and air conditioning equipment. A recent survey of a group of 5000 publicly owned buildings at the national level pinpointed the fact that approximately 9 per cent of each recurring repair dollar is spent as the direct result of scale and corrosion. While some programs of chemical treatment are effective, these new developments appear to remove the human failure element from mechanical plant operation with resulting savings in both maintenance man-hours and fuel consumption. The principle of magnetic control of scale and corrosion is being watched with

more than a passing interest by open-minded engineers throughout the nation.

Approximately 40 per cent of each recurring repair dollar spent during 1957 will be for painting existing structures. This focuses attention on the fact that all professional groups concerned with the design, construction, and maintenance of parish building facilities should take a closer look at specifications and methods used in the past.

Many school administrators follow the easy method of ignoring the need for rec-

ognizing and correcting incipient defects as they occur, in the belief that it is good practice to defer all possible work for accomplishment during vacation periods. In most cases, this represents poor planning and usually results in increased maintenance and repair costs. A properly planned and engineered preventive maintenance program will reserve vacation periods for replacement and improvement projects that will contribute toward function and increased utilization of the building facilities.

Schedule Repairs Immediately

Every housekeeping and maintenance operation must be watched at all times with a critical eye toward quality work at reasonable cost. Each surface and finish should receive its proper attention, and no area should be neglected at the expense of another as the over-all program is of prime importance. The end result will be extended life for the building facilities without major replacement cost—and a credit to both personnel and management alike.

—Custodian's corner

COMPUTING THE NUMBER OF CUSTODIANS NEEDED

In their recent handbook on *School Plant Operations*,¹ Baker and Peters present the following formula for estimating the number of custodians needed for keeping a school clean. Carry out all figures to two decimal places.

1. Divide number of teachers by 8. (One custodian for each eight teachers.)
2. Divide number of pupils by 225. (One custodian for every 225 pupils.)
3. Divide number of rooms by 11. (One custodian for every 11 rooms, including all the rooms that will be cleaned by the custodian such as offices, storage rooms,

toilets, classrooms, gym area, etc. Estimate the area of large rooms like gyms, multi-purpose, and auditoriums, etc., in terms of equivalent classrooms, figuring 1000 sq. ft. as the area of an average classroom.)

4. Divide total square footage of building by 15,000 sq. ft. (One custodian for every 15,000 sq. ft. of building area.)
5. Divide total acres of upkeep grounds by 2. (One custodian for each two acres of upkeep grounds.)
6. Add the five factors determined above and divide by 5, to find the actual number of custodians needed for cleaning.

FIRING AN OIL BURNER

Clyde E. Davis, superintendent of custodians for the Tacoma, Wash., schools, has suggested the following procedures for firing an oil burner, in a recent article in the *Iowa Custodians Newsletter*.²

Thoroughly dry fire box with a wood fire burning slowly. This may not be possible with some boilers, in which case the burners should be run for five minutes and set for $\frac{1}{2}$ hour before starting again. Do this for about three hours, gradually increasing the burning period until new brick work is dried out.

Check the following points: Electrical connections for tightness, oil and gas lines for tightness. Then open supply valves. Adjust igniter gas or oil as described in burner instructions. Check the main relay, combustion control and limit control to make sure they are in operating position. Move thermostat into high position.

After combustion has been established, al-

low the burner to run five or ten minutes to thoroughly heat the fire box, boiler and stack, and to consume any excess oil which may have accumulated in the combustion chamber. Shut burner down and after nine or ten minutes, restart it in the normal manner.

The burner may now be adjusted for firing rate and quantity of primary and secondary air. Remember that you only need enough primary air to help atomize the amount of fuel oil you are using. The balance of air should be taken in through the secondary air openings and by means of adjustment of this damper and the stack draft.

When adjusting the burner and controls, if the burner is started and stopped frequently, allow sufficient time for warm switches to cool before attempting to start the burner.

Oil pressure at the burner should be carried as low as possible while still maintaining the desired firing rate. The proper amounts of primary and secondary air should be determined by visual inspection. A turbulent red orange flame breaking into smoke at the tips and a slight haze at the stack may be considered a rule of thumb indication of proper combustion. However, combustion should by all means be checked with a CO₂ indicator.

Check Points on an Oil Burner

Simplest troubles with oil burners, such as lack of oil, suction-line leaks, ignition trouble (on automatic burners) are readily apparent when attempting to start the burner, and indicate where to look for trouble.

1. Suction-line leaks are indicated by a "flattering" vacuum and discharge pressure resulting in a pulsating flame.

2. If oil leaks from the fire box to the floor through the secondary air opening or the nozzle protector: (a) make sure the burner is level; (b) make sure the atomizer projects beyond the nozzle; (c) make sure the primary air nozzle is partially open.

3. It is important that the atomizer projects beyond the nozzle in order to prevent any oil collecting in the atomizer and running down the blower case where it will tend to plug up the air passage and reduce the capacity of the burner. The atomizer should project from $\frac{1}{2}$ to $\frac{1}{4}$ in. beyond the nozzle. The less it projects, the more the blaze will flare out.

4. If the fire pulsates, the primary and secondary air should be adjusted. If opening the fire door eliminates the pulsating, there is a poor draft. Pulsating fire is also indicative of too much secondary air.

5. Where poor draft conditions exist, the flue passages should be checked to make sure that dampers are open, that the flue is not plugged, and that there is no possibility of air leakage.

6. The equipment must be kept in good shape at all times. Covers must be kept on control boxes after adjustments to prevent foreign particles accumulating on the control contacts.

7. The burner itself must be kept clean. Any oil leaks indicate a leak that should be tightened at once.

8. If the burner has been subjected to moisture, it should be thoroughly dried out before starting. The best method is to place low voltage on the terminals to dry out the wire thoroughly from the inside to the outside. If necessary, the windings and transformer may be dried by a slow baking process at a temperature not exceeding 200 deg. F. for a period of 4 to 6 hours.

9. The burner should turn freely at all times. Check this by turning the shaft by means of the atomizer.

10. The oil valve, or tailpiece, should be removed periodically and oil grooves cleaned of dirt, wax, or other foreign matter. Cleaning permits normal operation of the oil seal where oil is pumped back into the valve body, thus preventing oil leakage. Clean the tailpiece every six months or whenever leakage occurs at this point. This is particularly necessary with excessively dirty oils or oils with a high wax content.

For instructions on your particular burner, write the manufacturer for the information you desire. Be sure to give the make, model, and serial number of the equipment.

¹Joseph S. Baker and Jon S. Peters, *School Plant Operations* (Stanford, Calif.: Stanford University, School Planning Laboratory, School of Education, 1957), p. 42a.

²*Iowa Custodians Newsletter*, Vol. 27, No. 4, March-April, 1957.

The National School Lunch Program

By MARTIN D. GARBER

*Director of Food Distribution Division, Agricultural Marketing Service,
U. S. Department of Agriculture*

● IF YOUR SCHOOL is not in the National School Lunch Program yet, you may want to take a closer look at the program, now in its second decade of operation, to find out how it operates and how you may apply for it.

The history of school lunches goes back further than ten years, of course. But in 1946, the National School Lunch Act was established "to safeguard the health and well-being of the Nation's children, and to encourage the domestic consumption of nutritious agricultural commodities." Since then, the National School Lunch Program has grown steadily. It has now assumed this important stature: more than 56,000 schools participate in it and make its benefits available to more than 10½ million school children. These totals include schools and children in all 48 states and in five U. S. territories. They include all nonprofit schools, both public and private, as long as they conduct nonprofit school lunch operations.

Despite this rapid growth over a ten-year period, the program does not yet reach all the schools eligible to take part in it. Some schools, of course, have little need for the program. The program cannot aid other schools because of their type of operation or their limited facilities. However, many more schools are eligible and might advantageously use the program, but they do not because their administrators do not know enough about it. If such is your case, here is an outline of how the program works, to help you decide whether or not it might be helpful to your school.

How the Program Is Administered

Each year, the Federal Government appropriates a sum of money to support the National School Lunch Program. This year \$100,000,000 has been appropriated to be

used by the Department of Agriculture to provide cash and commodity assistance for participating schools. Funds are apportioned among the states and territories according to the number of school-age children and the state's relative needs as indicated by per capita income.

The program is administered for public schools in all states through the state educational agencies. However, here is one important point for nonprofit private schools, including parochial schools: 27 states, Guam and Hawaii have laws which make it impossible for them to disburse funds to private schools. In these states and territories, the program is administered to private schools through the field offices of the Department of Agriculture. Therefore, despite varying state restrictions, the program is available to all nonprofit schools,* both public and private.

The program's help to schools starts with the funds being apportioned to each state. Participating schools are reimbursed according to their need for assistance, their expenditures for food, and the type and number of lunches served. One of the significant trends observed during the history of the program has been the steady improvement in the quality of the lunches served.

The Type A Lunch

Program officials and participating schools have been working to build up the quality of the lunches. In 1956, almost all the lunches served (91.3 per cent of them)

*According to the National School Lunch Act, any private school exempt from income tax under the Internal Revenue Code, as amended, is considered nonprofit; and therefore eligible, if other requirements are met, to participate in the National School Lunch Program. The fact that the school is operating on a tuition basis is, of itself, of no consequence. The amount of tuition and the ability of the school to maintain a satisfactory school lunch program without federal assistance will be taken into consideration in reviewing the school's application to participate.

were Type A lunches. The Type A lunch designed to provide one third of a child's daily nutritional requirements consists of the following foods:

1. Milk, ½ pint;
2. Lean meat, poultry, fish or cheese, 2 ounces; or one egg; or 4 tablespoons of peanut butter; or some combination of these protein-rich foods;
3. Fruit and vegetables, ¾ cup;
4. Bread made from whole-grain cereal or enriched flour, 1 or more portions;
5. Butter or fortified margarine, 2 teaspoons.

Schools participating in the program agree to serve meals meeting standards established by the Department of Agriculture: either the Type A lunch, or the Type B lunch which provides about ⅔ as much food. Participating schools also agree to operate their lunch programs on a non-profit basis. They agree to offer lunches at reduced prices or free of charge to children unable to pay the full price of the lunch. Further, they agree to make these free or reduced-price lunches available without discrimination or embarrassment to the children.

Monthly Report Basis of Program

Over the years a simple administrative procedure has been worked out. The basis of the procedure is a monthly income and expenditure report, in which the schools provide required information about their operations. In addition to being informative, the report serves as the claim for reimbursement. It is based on daily records of income, expenditures, and participation. The report enables the administering agency to determine the amount of reimbursement and to send a payment check along promptly to the school.

(Continued on next page)

Special Foods for Schools

Another substantial help to schools participating in the program comes through the commodities that the Department of Agriculture furnishes. About 15 per cent of the funds appropriated (\$15,000,000 this year) are used by the Department to make large-volume purchases of foods specifically for the program. These foods, purchased under Section 6 of the National School Lunch Act, help schools meet established meal-type standards and are good sources of some of the nutrients commonly lacking in children's diets. They include protein-rich foods, vitamin C foods, and other processed fruits and vegetables. Last year, for example, the Department provided schools with concentrated orange juice, grapefruit sections, and the following canned fruits and vegetables: corn, green beans, peaches, tomatoes, tomato paste, purple plums, and peanut butter.

Surplus Commodities

Another important help to schools is given by the Department's distribution of surplus foods acquired through the operation of price-support and surplus-removal programs. Schools are given top priority to use these surplus foods. Such foods are available to all schools operating nonprofit lunch programs; distribution is not limited

to schools taking part in the National School Lunch Program. Surplus foods are distributed only as they become available under the purchase programs. They do not constitute a full or adequate diet, but they make a valuable contribution to effective and economical operation of lunch programs.

Commodities that were distributed last year included: dry beans, butter, cheese, corn meal, shell eggs, wheat flour, frozen hamburger, lard, nonfat dry milk, canned pork, rice, turkeys, cabbage and fresh plums. However, sometimes because of limited purchases under surplus removal programs, some of the foods are not distributed in all states.

Consulting Service

Further help is available to schools through staffs of school lunch specialists, both in the Department of Agriculture and the state educational agencies. These specialists are available to help get programs started and to make periodic visits to participating schools to help them do a better job in providing school lunches. A series of newsletters keep participating schools informed about operation of the program.

In addition, the Department of Agriculture has prepared a series of publications

to help school lunch managers improve their operations. Some of these are: *Planning Type A School Lunches, Food Buying Guide*, and *A Guide for Planning and Equipping School Lunchrooms*. Another major help is the Department's recipe card file which was started two years ago with a set of 400 recipes. Each recipe is printed on a sturdy 5 by 8-in. card, and the file is divided into main-dish items, desserts, etc. The main-dish cards include suggested menus built around each recipe. Each year, the Department adds about 25 cards to this basic file, so that it becomes an increasingly valuable aid to school lunch managers.

This, then, is a brief outline of how the National School Lunch Program operates, intended to help you determine if participating in it would be to your advantage.

How to Apply for the Program

If you decide the program would help you, the procedure for joining it is simple. First, get in touch with the agency administering the program to private schools in your state. In your letter, state that you are interested in participating in the National School Lunch Program. They will send complete information about operation of the program, as well as the

Of interest to the dietitian in the institutional kitchen, the school lunch supervisor, or the cook who presides at the home and school meetings or the parish suppers, are the many quantity recipes and menus offered by food processors or associations.

These recipes are usually pre-tested, and offer exact instructions for cooking and serving to yield a definite number of portions. Many are illustrated on handy-to-file recipe cards. Others are in leaflet or booklet form. All will add interest and variety to your institutional bill of fare.

Kraft Cuisine Service, Chicago, Ill., offers a card file of salads, sandwiches, puddings, and cakes featuring its cheese, margarine, and salad products. Portions are for 24 or 48 servings. Many desserts and salads are suitable for luncheons or fancy teas, but there are also some hearty hot dishes like spaghetti, cheeseburgers, rarebits, etc.

(For Further Details Circle Index Code 0277)

Kraft Foods Co., Chicago 90, Ill., has also prepared a series of "Cheese Recipes for the School Lunch" which is available to school lunch supervisors.

(For Further Details Circle Index Code 0278)

"Coffee for the Crowd" is a helpful leaflet on coffee brewing offered by **Coffee Brewing Institute, Inc.**, New York 17, N. Y. The association also offers a "Coffeetime" program kit for clubwomen.

(For Further Details Circle Index Code 0279)

A variety of hot bread and cake formulas for School Lunch Programs using Pillsbury's Hotel and Restaurant mixes are available from **Pillsbury Mills, Inc.** Minneapolis 2, Minn. Dried and canned fruits, cheese, applesauce, peanut butter are some of the ingredients added to muffin, biscuit, and cake mixes.

(For Further Details Circle Index Code 0280)

Institution Food Service of **General Foods Corp.**, White Plains, N. Y., offers a number of quantity recipe sheets featuring its gelatine and tapioca products. School lunch supervisors will also be interested in "Special Recipes Using Dry Milk."

(For Further Details Circle Index Code 0281)

A number of quantity recipes using honey have been prepared by U.S.D.A. nutritionists and home economists. The recipes may be had from the **American Beekeeping Federation, Inc.**, Canon Falls, Minn.

(For Further Details Circle Index Code 0282)

"Cooking for a Crowd with Margarine" is a 31-page book of 24 recipes for group serving at clubs, churches, and cafeterias, available from **National Association of Margarine Manufacturers**, Washington 4, D. C.

(For Further Details Circle Index Code 0283)

Three packets of recipes from the **Pineapple Growers Association**, San Francisco 5, Calif., give quantity recipes featuring canned pineapple. The first group has 17 recipes for

QUANTITY RECIPES

salads and dressings; group two has 16 dessert recipes; and group three features 17 main course dishes and punches.

(For Further Details Circle Index Code 0284)

"Modern Sandwich Methods" is a manual on quantity sandwich preparation, including directions for on-the-job methods, cutting, plate arrangements, and food handling. The manual costs 25 cents per copy from **American Institute of Baking**, Chicago 11, Ill. Send for brochure and order blank describing the manual.

(For Further Details Circle Index Code 0285)

Vacu-Dry Company, Oakland 8, Calif., has a colorful, 28-page booklet explaining about the new low-moisture fruit nuggets and giving quantity recipes for them.

(For Further Details Circle Index Code 0286)

Menu-planning ideas for type A lunches are available from the **H. J. Heinz Co.**, Pittsburgh 30, Pa. The school menu planner also includes portion-controlled recipes.

(For Further Details Circle Index Code 0287)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

necessary application forms. Fill out the forms and return them to the administering agency. They will review your application and notify you when it is approved, and will send you all the information you need to get started.

Here is a good suggestion: the diocesan superintendent of schools is usually well informed on the operation of the National School Lunch Program. Consult him when you are deciding about joining the program and after you've decided to join.

If you believe your school can make good use of the program, here is who you should contact: In 21 states, the District of Columbia, Puerto Rico, the Virgin Islands, and Alaska, the program is administered to all schools, both public and private, by the state educational agency. Interested persons in the following states should write to the state educational agency at the state capital: California, Connecticut, Georgia, Illinois, Indiana, Kansas, Kentucky, Louisiana, Massachusetts, Mississippi, Missouri, New Hampshire, New Mexico, New York, North Carolina, Oklahoma, Oregon, Rhode Island, Texas, Vermont, and Wyoming.

In the other 27 states, Guam and Hawaii, interested persons should apply to the Area Offices of the Food Distribution Division, Agricultural Marketing Service, U. S. Department of Agriculture. Here are the addresses of these offices, by area and state:

Area and State	Address
Northeast area (Dela., Me., Md. N. J., Pa., W. Va.)	Room 506, 139 Centre St., New York, 13, N. Y.
Southeast area (Ala., Fla., S. C., Tenn., Va.)	Room 252, 50 Seventh St., N.E., Atlanta 23, Ga.
Midwest area (Iowa, Mich., Minn., Neb., N. Dak., Ohio, S. Dak., Wis.)	Room 926, 431 S. Dearborn St., Chicago 5, Ill.
Southwest area (Ark., Colo.)	Room 3-127, 500 S. Ervay St., Dallas 1, Tex.
Western area (Ariz., Calif., Ha- waii, Idaho, Mont., Nev., Utah, Wash.)	Room 344, Appraisers Bldg., 630 Sansome St., San Francisco, Calif.

Special Milk Program

Along this same line, the Department of Agriculture also conducts the Special Milk Program. It is designed to increase consumption of milk by children, and is available to all nonprofit schools, public and private, elementary and secondary.

Even for schools in the National School Lunch Program, this milk program provides a means of making more milk available to children—more than the $\frac{1}{2}$ pint required by Type A standards. The Special

Milk Program can be especially useful to schools that—for lack of equipment or facilities, for example—cannot take part in the lunch program. With this program, they can at least offer milk to their students.

The milk program operates by paying a reimbursement for all the additional milk that children drink under the program. Reimbursement ranges from four cents per $\frac{1}{2}$ pint for schools participating in the National School Lunch program, and up

to three cents per $\frac{1}{2}$ pint in other schools.

In addition to being available to schools, the Special Milk Program is also available to other nonprofit groups. Nursery schools are eligible to participate, as are settlement houses and child-care centers, summer camps, and other nonprofit institutions and organizations devoted to the care and training of children. To learn more about the Special Milk Program or to apply for it, write to the agencies given in the above list.

EDITOR'S NOTE: The National School Lunch Program is one of several Federal aid programs up for review by the Joint Federal-State Action Committee appointed by President Eisenhower. The group is studying the advisability of returning the control of these programs to the States. As this issue goes to press, the committee report had not yet been issued.

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Statesville, North Carolina

Catholic Education News

(Continued from page 52)

Appointed U. S. Attorney

MARY GERTRUDE CREUTZ, Loyola Law School alumna, has been appointed assistant U. S. Attorney for Los Angeles. She formerly was a research attorney in the Appellate department of the Superior Court.

Sister Formation Chairman

MOTHER MARY PHILOTHEA, Provincial Superior of the Sisters of Providence of Seattle, was chosen new national chairman of the Sister Formation Conferences in a meeting of the leadership group at Mt. Mary College, Milwaukee, Wis.

Director of Psychological Services

MISS EVA M. MAHONEY has been named associate director of the psychological services bureau at Georgetown University, Washington, D. C. Miss Mahoney holds degrees from New York State Teachers College, Columbia University, and Syracuse University. She spent three years as a laboratory specialist in the reading laboratory at Syracuse, and three years as civilian director of the U. S. Air Force reading laboratory in the Pentagon. She received an honor award from the Air Force for superior accomplishment.

Nun Receives Scholarship

SISTER LOUIS MARY, O.P., Dominican Sister of St. Catherine, Kentucky, has been granted a full year's scholarship to the Villa Schifano

nia in Florence, Italy. Sister Louis Mary has been on the faculty of the Sacred Heart School in East Boston for the past eight years.

Queen Honors Jesuit

REV. EDWARD J. WHELAN, S.J., pastor of Our Lady of Sorrows Church, Santa Barbara, Calif., and former president of Loyola University, Los Angeles, was one of five Americans decorated by Queen Elizabeth for "outstanding contribution to the cause of Anglo-American friendship and understanding." The 70-year-old priest was made an honorary officer of the civil division of the Order of the British Empire in a quiet ceremony in the British Embassy, Washington, D. C.

Appointed by Governor

RT. REV. MSGR. PATRICK J. DIGNAN, archdiocesan superintendent of schools, Los Angeles, Calif., has been appointed by Gov. Goodwin Knight to the Historical Landmarks Advisory Committee of the State of California. He holds a doctorate in history from the Catholic University of America, Washington, D. C.

Canon Law Society President

MSGR. JOHN S. QUINN, an official of the Chicago archdiocese, was elected president of the Canon Law Society of America. He succeeds Bishop James V. Casey of Lincoln, Neb. Other officers elected and installed were: MSGR. JOSEPH I. JOHNSON, Springfield, Mass., vice president; VERY REV. DAMIAN J. BLAHER, O.F.M., rector of Holy Name College, Washington, D. C., recording secretary; and VERY REV. CLEMENT BASTNAGEL, professor in the School of Canon Law at the Catholic University of America, general secretary and treasurer.

Rector Honored

MSGR. FRANCIS J. DESMOND, rector of the Cardinal O'Connell Minor Seminary, has been named a domestic prelate with the title of Right Reverend Monsignor, Archbishop Richard J. Cushing of Boston has announced. Msgr. Desmond is one of twelve priests so honored.

Bishop Receives Honorary Degree

AUXILIARY BISHOP JOSEPH B. BRUNINI of Natchez-Jackson, Miss., is one of three persons who received honorary doctorates from Georgetown University at its fall convocation, October 10. He also gave the principal address. The others honored were WILHELM SCHULTE ZUR HAUSEN, German industrialist, and DR. JOSEF SLOTERER, chairman of the economics faculty at Georgetown.

New Honor for Dr. Taylor

DR. HUGO SCOTT TAYLOR, a Knight of St. Gregory and dean of the graduate school at Princeton University, has been awarded the Franklin Medal by the Franklin Institute of Pennsylvania. The honor recognizes his "notable contributions to the science of physical chemistry and his eminent achievements as author, editor, and teacher."

In 1953, Dr. Taylor received the Knight Commander rank from Pope Pius XII. In the same year, Queen Elizabeth II named him a Knight Commander of the Order of the British Empire.

New Editor

DR. JOHN J. O'CONNOR, professor of history at Georgetown University, has been appointed editor of the *America-Israel Bulletin*, monthly organ of the America-Israel Society.

(Continued on page 102)



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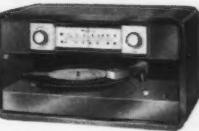
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Catholic Education News

(Continued from page 100)

Fulbright Scholarship

REV. HENRY J. BROWNE, PH.D., professor of history at Cathedral College, diocesan preparatory seminary in New York City, has been awarded an Educational Exchange Grant (Fulbright Scholarship) by the U. S. Dept. of State. Father Browne, who will study at the University of Rome, will conduct research on the history of Italian immigration to the U. S.

Heads UNESCO Department

RUDOLF SALAT, former Counselor of the German Embassy to the Holy See, is the

new director of the cultural department of UNESCO. He is the first Catholic to head one of the four departments—education, science, culture, and mass communications—that make up UNESCO.

Italian Award

VERY REV. ARMANDO PIERINI, P.S.S.C., has received an award, the Star of Solidarity, first class, from the Italian government. The award coincides with Father Pierini's 25th anniversary of ordination. He is provincial of the Scalabrinii Fathers and executive director of Valla Scalabrinii in Chicago, which he founded. Among his other activities are: founder and director of the National Italian Center for the Sacred Heart; director of the Scalabrinii League and the American Committee on Italian Migration, Chicago chapter; and the Italian Catholic Hour.

Lay Apostolate

JUDGE DAVID A. McMULLAN, president of the National Council of Catholic Men, has been appointed to the governing board of the World Congress of the Lay Apostolate.

The Late Monsignor Burke

MONSIGNOR BURKE, C.S.P., the well-known Paulist Father who organized, in 1917, the Catholic War Council which, after World War I, was reorganized into the National Catholic Welfare Conference, died in 1936.

On November 13, 1957, eighty bishops attended dedication ceremonies for the Monsignor John J. Burke Memorial—a stained-glass window of Monsignor Burke and a bronze plaque erected in the new chapel of St. Paul College, major seminary of the Paulist Fathers in Washington, D. C. The memorial is a gift from the hierarchy of the United States. His Eminence Cardinal Mooney, the principal speaker, paid tribute to Monsignor Burke who led in the founding and organizing of the N.C.W.C. and to the late Bishop Michael J. Ready who sponsored the memorial.

REQUIESCANT IN PACE

• SISTER M. DEL-CO, of the Daughters of St. Mary of Providence, died, October 4, at St. Mary of Providence Institute, 4242 N. Austin Blvd., Chicago, Ill. The Institute is a center of education for retarded girls. Recently Sister Del-Co founded a school for retarded girls in Detroit, Mich., and another in Elverson, Pa. Sister Del-Co, a native of Italy, entered the order at the age of 18. She would have celebrated her fiftieth anniversary on the day of her funeral.

• BROTHER ELZEAR ALFRED, F.S.C., president emeritus of La Salle College, Philadelphia, a Christian Brother for 70 years, died, September 25, at the age of 86. Brother Alfred was one of the founders of De La Salle College in Washington, D. C., a house of studies for the Christian Brothers and affiliated with the Catholic University of America. Another outstanding project was the founding, by Brother Alfred, of the American Congress for Peace and Social Security in Philadelphia. This was a group of professional men, city and federal employees, representatives of management and labor, and war veterans. Brother Alfred gave them courses in public speaking, applied psychology, and leadership on Saturdays and Sundays.

• SISTER M. SIMPLICIA, of the Daughters of Charity of St. Vincent de Paul, principal of the House of Providence School, Syracuse, N. Y., died September 29, at the age of 80. She had been a religious for sixty years.

• BROTHER NICHOLAS MARY, F.M.S., supervisor of Marist Brothers in the United States, died, October 20, at Mt. St. Nicholas Academy, Bronx, N. Y., at the age of 50. Brother Nicholas, the first principal of the first Marist high school in the Diocese of Brooklyn—St. Mary's (for boys) in Manhasset, L. I. (1950-1956)—was awarded the American Legion Citation for meritorious service and loyal co-operation.

• SISTER M. FELICI, S.N.D., died on September 24, the day before her 83rd birthday. She entered the Sisters of Notre Dame, Cleveland, Ohio, in 1896. Sister Felici had spent all but seven of forty-eight years as a grade school teacher in the Toledo diocese.

• SISTER M. AQUIN, C.R.S.M., died suddenly on September 14, at Fitzgerald Mercy Hospital, Philadelphia, Pa., where she had been librarian for the past fifteen years. She

(Continued on page 103)

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Catholic Education News

(Continued from page 102)

had taught in the Philadelphia school system for 10 years before entering the convent in 1901.

• REV. JOSEPH A. FARRELL, S.J., died October 2, in Poughkeepsie, N. Y. Father Farrell served as treasurer and spiritual leader of Georgetown University for 28 years and retired in 1955.

• MOTHER JEAN MARIE, O.S.F., superior general of the Franciscan Sisters at Allegany, N. Y., died recently after a severe illness. Among her many accomplishments were her establishment of Our Lady of Lourdes Hospital in Camden, N. J., and of the new mother house in Allegany.

• REV. REGIS KRAH, O.F.M.Cap., superintendent of Toner Institute in Brookline, Pa., since 1940, died on September 20. Father Regis was ordained in 1925 and was first assigned to St. Fidelis Seminary as an instructor. Father Regis was also associated with the building and management of Auburle Boys' Home in McKeesport, Pa., and was a member of the Board of Advisers of Roselia Foundling Asylum and Maternity Hospital.

• ABBOT BONIFACE SENG, O.S.B., 89, president emeritus of St. Bernard College and abbot of the Benedictine abbey in Cullman, Ala., died in early August. Abbot Boniface had celebrated the diamond jubilee of his priesthood in February of this year. He entered religious life in 1892 after several years of medical school and was ordained in 1897.

• MOTHER JANE FRANCIS DOWLING, 89, the oldest nun of the Sisters of St. Joseph, died on October 13. Mother Jane Francis was in the 73rd year of the religious life, and had served as general superior of the Sisters of St. Joseph for several years.

• REV. EDWARD J. DRAUS, managing editor of *The Monitor*, official newspaper of the Diocese of Trenton, N. J., passed away on October 15, in Philadelphia, Pa. He was 43. Father Draus was pastor of St. Gregory the Great, Hamilton Square, N. J., and was an Army chaplain during World War II, obtaining the rank of major.

• SISTER THOMAS AQUINAS, a teacher at the School of Our Lady of the Blessed Sacrament for Indians and Colored People, Cleveland, Ohio, died in the latter part of October, at the age of 45. Sister Thomas Aquinas drowned in an heroic effort to save one of her students who had slipped into a whirlpool on an outing near the Chagrin River, Ohio. Because the child, Anita Black, 10, who also perished, was a catechumen, the right of Christian burial was granted. A double requiem Mass was held with Auxiliary Bishop Floyd L. Beglin of Cleveland as the celebrant.

EDUCATIONAL MEETINGS

High School Institute

The annual high school teachers institute for the Archdiocese of St. Louis and the Diocese of Belleville met on October 24 and 25 at Rosati-Kain High School in St. Louis.

Rt. Rev. Msgr. Alfred F. Horrigan, president of Bellarmine College, Louisville, Ky., delivered an important address on Democracy and Catholic Education. He drew attention to

the danger of democracy's becoming a secularistic philosophy in public school education.

Another outstanding address was that of Rev. Neil G. McCluskey, S.J., associate editor of *America*. Father McCluskey discussed the tendency to secularization of public education, partly because the school authorities are afraid of offending various groups of people. The result is that their statements are almost antispiritual and hence do not at all represent American culture.

The English and the mathematics teachers of the Archdiocese have separate organizations which hold their own meetings periodically, and each of these sections recommends to the archdiocesan superintendent of schools a speaker for its section of the annual general institute.

In a joint session of the library and English sections, Brother Robert, C.F.X., director of studies at Flaget High School, Louisville, Ky., described a Program of Wide Reading in use in his school. Pocket books are used and a reading period replaces a former study period for freshmen and sophomores.

The home-economics department devoted one session to the Liturgy in the Home, with an address by Rt. Rev. Msgr. Martin Hellriegel; the other meeting to Family Recreation and Leisure, with a discussion by Rev. Francis J. Matthews, director of the Archdiocesan Catholic Radio and Television Apostolate.

Other sections which offered significant programs were: business education, languages, mathematics and science, music, social studies, and art.

(Continued on page 104)



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Catholic Education News

(Continued from page 103)

EDUCATIONAL MEETINGS

Meetings of Principals

In the new diocese of Rockville Centre (New York), Rev. Edgar P. McCarron, superintendent of schools, has been holding district conference meetings for the principals of the elementary schools.

The principals were asked to consult with their teachers and were invited to offer suggestions or advice to the board of supervisors regarding policies. It was stressed that cooperative thinking is not merely democratic but Christian; that a Christian adult has just as much obligation to share his ideas as a child has to share his candy.

By way of suggestions for correlation and motivation, it was pointed out that the calendar for October includes the feast of the Patroness of the Missions, United Nations' Day, and Catholic Youth Week. These events should be correlated with religion and social studies as illustrations of the social responsibilities.

Catholic Librarians Meet

The 17th annual meeting of the Western Pennsylvania chapter of the Catholic Library Association was held at the College of Steubenville (Ohio) on October 5. Rev. Vincent R. Hegerbon, T.O.R., St. Francis College, Loretto, Pa., was elected chairman and Rev. Demetrius F. Schenck, College of Steubenville, vice-chairman.

SIGNIFICANT BITS OF NEWS

The Russian Satellite

The comments of two Jesuit scientists, Rev. Patrick H. Yancey, S.J., and Rev. Francis J. Heyden, S.J., were quoted by the N.C.W.C. News Service as they commented on the launching of the Russian satellite. Both commentators were glad to know that it has been proved possible to launch an artificial satellite, but they regretted the scarcity of American scientists.

Refugee Nuns in U. S.

Two courageous Benedictine nuns recently moved into their new home in Bedford, N. H. They are Sister M. Raphael, superior and Sister M. Alphonsa, who fled their native Lithuania, in 1944, and came to the United States via Germany and Italy. Their new home is named Regina Pacis under whose patronage they fled from their native country. The nuns, who have three girl students with them, will open a convent and perhaps later a rest home and school.

Six of Eleven

St. Mary's Dominican College, New Orleans, La., announces that six of the eleven June, 1957, graduates who received teacher's certificates have accepted positions in Catholic schools.

An African Achievement

In Tanganyika, Africa, education is so effective that vocations are "so plentiful that we do not have room for many more applicants," according to Holy Ghost Father Joseph G. Nappinger. There are 24 native priests and 120 professed nuns in this parish.

As a result of 60 years of work, 120,000 of the 400,000 people in the diocese are Catholic.

Teachers' Literary Magazine

The *Catholic Digest* has announced the publication of a monthly called *The Catholic Digest Teacher*. It will aid senior and junior high school teachers in following the current writing of Catholic journalists.

Sisters in the Air

Recently a large group of Sisters of the Archdiocese of St. Louis were given a half-hour airflight over the city of St. Louis. They were guests of Eastern Airlines. It was the first airflight for the majority of the Sisters.

A Carpenter Sister

SISTER M. JOHN, S.S.J., a teacher in St. Frances Cabrini School, New Orleans, La., has reduced the cost of a new high school by building altars, laboratory tables, and many other pieces of equipment. Construction workers were so impressed with her ability that they presented to her money to buy an electric saw, warning her, however, not to use power tools while wearing "all those sleeves." She has since received many other tools and has never had an accident. She studied woodworking at LSU in 1953 and 1956.

Rural Councils

Formation of rural community councils to deal with "new influences" on farm life was urged at a recent meeting of the executive board of the National Catholic Rural Life Conference.

Subject matter for the councils may be such

(Continued on page 105)

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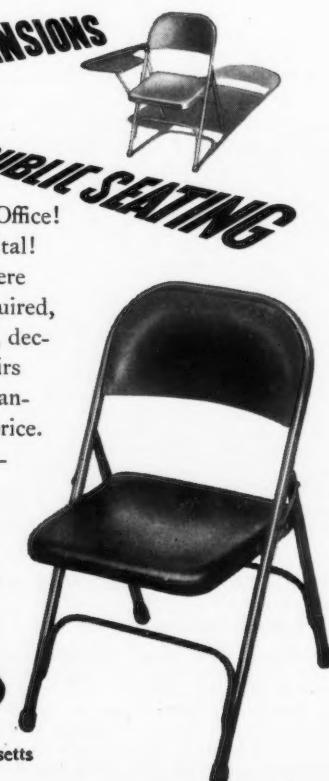
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AN ABSOLUTE MUST FOR MODERN LANGUAGE TEACHING

The 1958 edition of The Continuing Study on Language Laboratories, by Dr. Paul E. King, will be off the press in January 1958. One section of the book is a documented review of systems and installations which, over the past ten years, have revolutionized the teaching of modern languages. Another section covers theories and practices in language laboratory teaching, while still a third section deals extensively with the particular needs of electronic teaching methods on secondary and primary school levels. Photographs, illustrations and blueprints complete the book.

Magnetic Recording Industries, first and foremost designers and installers of language laboratory equipment, offers this \$2.00 book as an educational service free to educators who will mail the coupon below before December 31, 1957.

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11 E. 16th Street, New York 3, N.Y.

- Send me free and without obligation a copy of your new 1958 Study on Language Laboratories.
- Our school presently has a language laboratory and we would welcome suggestions regarding improvement of same.
- We do not yet have a language laboratory but hope to establish one in the near future. Send suggestions to us without cost or obligation.

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Catholic Education News

(Concluded from page 104)

items as education, recreation, rural zoning, migratory labor, co-operatives, farm-village co-operation, and integration of newcomers into rural activities.

The board listed as "new influences" the movement of populations to the suburbs, better transportation and communication, growth of industry in rural areas, and mechanization of agriculture.

Educator Joins Church

DR. HENRIK BRUGMANS, a noted Dutch educator, recently was received into the Church at the Benedictine Abbey of St. Andrew at Laphem, Bruges, Belgium. Dr. Brugmans, a Labor Party member of the Netherlands Parliament in World War II, was a leader of the Movement for European Unity. During the War, he was imprisoned for two years by the Germans, after which he escaped to England. Later he served as head of the Netherlands Information Service, and then as professor of French at the University of Utrecht. Finally, in 1950, he became the first rector of the University of Utrecht.

Priest Becomes Attorney

REV. JOSEPH R. LUCAS, of Youngstown, Ohio, has passed the Ohio state bar examination. Father Lucas studied law while teaching philosophy at Youngstown University, ethics at St. Elizabeth Hospital School of Nursing, and acting as adviser to the Catholic Daughters of America at Youngstown.

Confraternity Training

There are now in the Archdiocese of Los Angeles 45 training centers for lay catechists. RT. REV. MGR. JOHN K. CLARKE, director of the CCD in the Archdiocese, said that these centers will help to train some of the 1200 laymen who will teach about 100,000 Catholic children who are attending public schools.

RELIGIOUS ORDERS

Seminary Jubilee

Mt. St. Alphonsus, Esopus, N.Y., Redemptorist house of studies, recently celebrated the 50th anniversary of its opening. Opened officially on October 23, 1907, the seminary has taught 887 Redemptorist priests.

Sisters of the Assumption

The Sisters of the Assumption, formerly of Lowell, Mass., have transferred their American provincial headquarters to Maria Asumpta Academy, Petersham, Mass.

SCHOLARSHIPS

Scholarship Directory

The U. S. Office of Education has published a 232-page book listing scholarships and other types of financial aid available to undergraduates at American universities and colleges—including Catholic schools. A second volume, also available, lists aids for graduate students.

K. of C. Scholarships

The New York State Council of the Knights of Columbus has offered 30 scholarships, valued at \$30,000, to help toward tuition or any other expenses in any Catholic college in the United States. Applicants must be Catholic residents of the State of New York who will graduate from high school in 1958.



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MULTIGRAPH BRAILLE DUPLICATOR

A revolutionary development in the field of blind communications is the new Multigraph Braille Duplicator manufactured by the Addressograph-Multigraph Corp., Cleveland, Ohio. The new machine makes possible, for the first time, reproduction of Braille material in almost any quantity at a very low cost and at speeds of mechanical reproduction.



Duplicator reproduces Braille

Special Braille "type" is handset one line at a time and inserted into the drum of standard Multigraph Duplicators. The raised letter symbol is reproduced on paper in the same manner other printed materials are duplicated. The procedure is easy for the blind to learn. "This new Braille duplicating process opens up vast new opportunities for progress in making the blind even more self-sufficient than they are today," states M. Robert Barnett, executive director of the American Foundation for the Blind. The process is especially recommended for teachers and students to reproduce quickly and accurately lessons, assignments, texts, teaching aids, and examinations.

(For Further Details Circle Index Code 0288)

NEW FABRIC FOR CHOIR ROBES

The E. R. Moore Co., Chicago, Ill., has announced a new material, No. 53 Broadmoor, especially designed for use in choir robes. Woven of cellulosic acetate fibers, the fabric is colorfast and has a soft glow due to the twist of the fibers. According to the firm, the cloth is soft, lightweight, soil-resistant; it drapes beautifully and will not rustle. Robes will not mildew or lose their glow, no matter where they are stored. Robes are available in sizes for senior, intermediate and junior choral groups, and in 12 colors including blue, red, green, white, magenta, aqua, onyx, and shepherd blue.

(For Further Details Circle Index Code 0289)

STAINLESS-STEEL SACRARIUMS

A new line of stainless steel sacrum sinks has been announced by Just Mfg. Co., Franklin Park, Ill. Permanently installed, the sinks offer protection against desecration because of a seamless welded construction and the smooth impervious finish that will not chip, peel, or crack. Available in four models, with cabinet or wall mountings, the bowl sinks

are designed to blend equally well with either traditional or modern decor. Some models offer a flat work space when the hinged covers are closed, or convenient trays when opened. Matching stainless steel storage cabinets are also available.

(For Further Details Circle Index Code 0290)

NEW MASONITE PANELING

Misty Walnut is the new wood-grained pattern announced by Masonite Corp., for distribution east of the Rockies. Walnut panels measure four by eight feet, are $\frac{1}{4}$ in. thick. At intervals of 16 in., there are five shallow grooves that add a decorative pattern and serve as nailing locations and joints. Panels may be finished by applying a coat of varnish, clear lacquer, shellac or wax, according to the company.

(For Further Details Circle Index Code 0291)

KEY CONTROL SYSTEM

The Cushman & Denison Mfg. Co., Carlstadt, N. J., makers of Flo-Master pens, also offers the Cado Ke-Master control systems. Locked steel cabinets in sizes to handle from 10 to 1000 keys are available in gray, light green or soft tan to match other office furniture. Key tags of vulcanized fiber are numbered for identification and slotted for easy filing. The filing systems include racks, boards, and cabinets, and the latest offering, a key drawer. This desk drawer file holds 40 to 120 keys, and is reasonably priced.

(For Further Details Circle Index Code 0292)

DETACHABLE CHAIR KNEELER

A detachable, fold-away church kneeling bench that can be attached to any tubular frame folding chair has been introduced by Krueger Metal Products Co., Green Bay, Wis. The frame of the bench is tubular steel and the kneeling board is plywood covered with foam rubber cushion and vinyl leather-



Easy-to-Attach Kneeler

ette. The unit attaches to the rear leg cross brace of the tubular frame chair and can be instantly positioned for prayer or swung up and out of the way for more leg room during seating periods and for roomier aisle access.

Attached to a Krueger tubular frame chair,

such as their 80 or 100 series, it also folds flat within the chair frame for folded chair stacking and storage.

(For Further Details Circle Index Code 0293)

KITCHEN IN A CABINET

An attractive piece of furniture contains a refrigerator, stove (with oven if desired), freezer and sink, all in one cabinet, 29 in. wide. The top folds down over the sink and



All-In-One Kitchen

stove to form a cabinet handsome enough to grace any apartment, dormitory or student lounge. Available in white or natural wood finish, it is made by General Air Conditioning Corp., Los Angeles 23, Calif.

(For Further Details Circle Index Code 0294)

STAINLESS-STEEL HAND SINK

A stainless steel hand sink designed to comply with health regulations requiring the installation of hand-washing sinks in food preparation areas has been introduced by Seco Co., Inc., St. Louis, Mo. The one-piece, die-stamped bowls are available in two sizes: 11 by 15 by 6 in. and 15 by 20 by 6 in. Sink is furnished with chrome plated combination hot and cold water faucet with gooseneck spout, a waste strainer, chrome plated tail piece and "P" trap with cleanout cap, and a bracket for mounting to the wall.

(For Further Details Circle Index Code 0295)

LABELS AUTOMATICALLY COPIED

The Minnesota Mining and Manufacturing Co., St. Paul 6, Minn., has introduced a special gummed and perforated Thermo Fax copy paper for use with the firm's new Thermo Fax copying machine. With the new paper, master address lists can be automatically copied to produce as many as 150 mailing labels per minute.

A typed master address list, which may be used over and over again, is placed on top of the gummed sheet and inserted in the copier. Within four seconds, a completely dry sheet of labels is produced. Labels can be separated and applied immediately to direct mail pieces, letters, literature, or packages.

Perforated sheets come in two sizes, 8 $\frac{1}{2}$ by 11, and 8 $\frac{1}{2}$ by 14 in. Each label measures 2 $\frac{1}{8}$ by 1 in., but special perforation sizes may be ordered. Gummed but unperforated stock is also available.

(For Further Details Circle Index Code 0296)

(Continued on page 107)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



TRUCKS FOR FOLDING TABLES



Monroe TS (transport - storage). Trucks make handling and storing of Folding Tables easy and quick. Combination offers.

STEEL FOLDING CHAIRS



Monroe Steel Folding Chairs in attractive range of styles, sizes and prices. Excel in comfort, easy handling and durability. Also full line of non-folding chairs, desks and combinations for classroom, cafeteria and church school use.

PORTABLE PARTITIONS



Monroe's new movable partitions change idle space into useful areas. Smooth Masonite panels, tubular steel frames. Swivel pedestals, casters or glides.

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Axiom

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- Planers
- Drill Presses
- Chain and Hollow Chisel Mortisers

POWERMATIC
MACHINE COMPANY
McMinnville • Tennessee

New Supplies

(Continued from page 106)

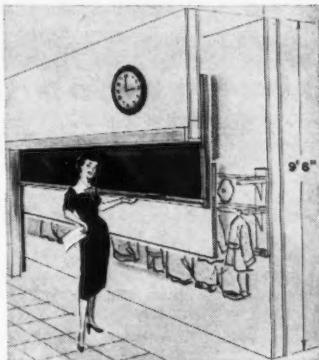
DUSTER FOR OVERHEAD CLEANING

A new Sky Duster for cleaning hard-to-reach overhead areas without the use of scaffolds or ladders has been developed by Parless Co., Indianapolis, 2, Ind. A wool duster is attached to feather-weight telescopic metal poles that can be extended from five to 100 ft. Weight is less than one pound for every 15 ft. length, according to the manufacturer. Pole sections can be added or removed easily. The duster, especially treated to hold dust, can be adjusted to any angle desired, and can be washed when soiled. The device is ideal for removing dust, lint, and cobwebs from high walls, ceilings, overhead pipes, light fixtures, vents, and other hard-to-reach areas.

(For Further Details Circle Index Code 0297)

SLIDING CLOAKROOM DOORS

Upward sliding cloakroom doors which serve as an excellent mounting surface for chalkboards and provide a convenient means of cutting the depth of cloakrooms to only 2 feet are available from the Barber-Colman Co., Rockford, Ill. Handy, modern panels called Wardrobe doors, they can be raised and lowered with finger-tip pressure. When the doors are closed the top section provides



Built-in Cloakroom

an unbroken surface for mounting chalk board, chalk rail, and tack board. When the doors are open the floor and aisle facing the wardrobe area are completely clear for supervision and traffic and there is nothing on the floor for pupils to trip over or walk around. Cleaning of the cloakroom floor is easy, too, for it is free of hinges or pivots. The hardboard facing of the sections is highly scuff-resistant and has excellent finishing qualities.

(For Further Details Circle Index Code 0298)

DISCARDED OIL DRUMS MADE USABLE

An oil drum cover that makes it easy to convert discarded oil drums into attractive waste receptacles has been introduced by the F. H. Lawson Co., Cincinnati 4, Ohio. It is a heavy gauge steel, dome-top cover that has a swinging door embossed with the word *Push*. Measuring 24½ inches in diameter it will fit the top of 55 and 65 gallon drums.

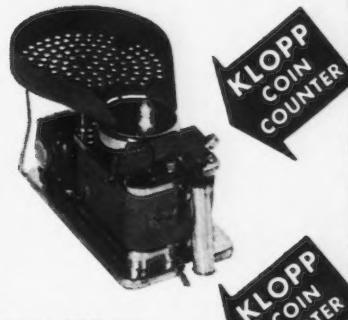
(For Further Details Circle Index Code 0299)

(Continued on page 108)

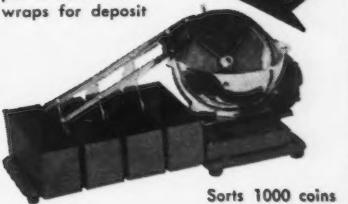
CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



Counting lunch room receipts by hand is tedious, time-consuming and inaccurate. The KLOPP counts as many coins in three minutes as one of your people can count in an hour and does it with 100% accuracy. It also wraps coins for deposit. Used in schools everywhere!



Counts 2,700 coins per minute and wraps for deposit



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POPULAR BOOKS AND BROCHURES

1. These five "sunshine booklets" are rapidly approaching the two-million mark: CHEER UP! • BE OF GOOD HEART • TAKE COURAGE! • HAVE CONFIDENCE! • LIFT UP YOUR HEARTS!
All Five for 75 cents.

2. These three dime booklets are brand new and just off the press: BE HAPPY! • KEEP SMILING! • THE BRIGHT SIDE! . . . The Three for 30 cents.

3. The sick, the suffering and shut-ins will appreciate these: SO YOU THINK YOU'RE SUFFERING? • ST. GEMMA, THE PASSION FLOWER OF LUCCA • THE RED ROSE OF SUFFERING • GOD'S LITTLE NOTHING • You can have all three for 70 cents.

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Send money with your order to avoid unnecessary bookkeeping. Add a few cents to cover packaging and postage.

DIVINE WORD PUBLICATIONS
Dept. H.B. Techny, Ill.

New Supplies

(Continued from page 107)

BOX OF 64 CRAYONS

Binney & Smith, Inc., makers of Crayola, has introduced a new "64" box of crayons, an assortment of 64 different colors. Each box has a built-in crayon sharpener. With its handy flip lid, the box serves as a standing easel for these nontoxic colors. This assortment, retailing for \$1, is recommended as a gift and art education tool for children.

(For Further Details Circle Index Code 0300)

PICTORIAL RELIEF GLOBE

A three-dimensional portrayal of the earth's surface is offered by the new Pictorial Relief Globe manufactured by A. J. Nystrom & Co., Chicago 18, Ill. The color shading of hills



New Globe Mounting

on the maps gives a three-dimensional effect to the globe. This 16-in. plastic globe is offered with a number of mountings, including wood or plastic cradles, plain stands or a disk base. It also comes with the new gyroscopic mounting which permits the globe to be fixed in any position. A flick of the finger reverses the north and south poles, according to the manufacturer. Up-to-date political data, boundaries, names of cities and countries are legibly printed in bold type.

(For Further Details Circle Index Code 0301)

AUTOMATIC CHALK PENCIL

An automatic pencil for chalk is a thoughtful gift for the teacher. Messy chalk dust on hands and clothes, fingernails scratching on the blackboard, and screeching, crumbling chalk are eliminated with the new Hand-Gienic holder.

Any blackboard chalk may be used. The holder has a gold-plated cap and an onyx black barrel. Reasonably priced, it is available from Hand-Gienic Specialty Co., New York 11, N. Y.

(For Further Details Circle Index Code 0302)

COLOR-CODED FILM THREADING

To simplify operation of 16mm. sound motion picture projectors, Victor Animatograph Corp., Plainville, Conn., has announced a new color-coded threading system. Red, white, and blue guide lines are painted directly on the projector.

The firm also has a new visual oiling system for its 16mm. sound and silent projectors. Through a clear lucite tube one can check the oil level at a glance.

(For Further Details Circle Index Code 0303)

(Continued on page 109)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

Complete

Santa Claus OUTFITS



SCHOOLS --- CHURCHES
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Complete SANTA CLAUS
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AT DIRECT FACTORY PRICES
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Red Flannel with
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NEWARK 2, NEW JERSEY

CATHOLIC SCHOOL JOURNAL

New Supplies

(Continued from page 108)

LOW PROFILE BUILDING

A new low profile, pre-engineered metal building having a roof pitch of 1 in 12 has been announced by Butler Mfg. Co., Kansas City, Mo. The building has a wide span rigid steel frame which gives it a broad, sweeping look and is so strong it can span floor areas up to 100 feet wide without the use of any interior posts or roof trusses. Interiors are wide open, permitting unrestricted layout planning, partitioning, illumination, heating and decoration.

Like other Butler building components, the frames are pre-engineered and mass produced to fit together perfectly and speed construction time. Exterior walls can be metal or any of the many traditional materials including large expanses of glass, because the walls are non-load bearing.

(For Further Details Circle Index Code 0304)

PATRIOTIC WALL TILE

Major events in early American history are depicted in a new series of colorful glazed ceramic wall tile inserts produced by the Mosaic Tile Co., Zanesville, Ohio. The inserts, of modern design provide an interesting new note for tile walls in schools, libraries, and



Ceramic Tile Inserts

auditoriums. They are multi-colored and available in two sizes—6 by 6 by $\frac{3}{8}$ inches and 9 by 6 by $\frac{1}{2}$ inches (either vertical or horizontal). Nine different themes are depicted: Christopher Columbus, The Pilgrims, George Washington, Minute Man, Liberty Bell, Betsy Ross, Tea Party, Spirit of '76, and Wagon Train.

(For Further Details Circle Index Code 0305)

UNIT VENTILATOR WITH SHELVES

A new development in the Trane Co. line of unit ventilators is a modernized line of shelving. The shelves include a special adjustment which provides over twenty settings for complete adaptability to various book and material sizes. A polished aluminum strip hides shelving joints and forms a nonslip clamp for the finish covering on top. There are sliding doors for the shelves which are operated by two plastic buttons set in the bottom. The buttons replace full-door-width bearing surfaces providing silent glide at finger tip touch. Shelving sections (with or without doors) are available in 28-inch and 32-inch heights.

(For Further Details Circle Index Code 0306)

(Continued on page 110)

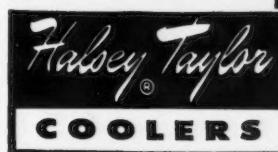
CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

DESIGNED TO FIT THE *finest* DECOR

This smart, colorful setting of American-Olean Tile shows how well a Halsey Taylor cooler can adapt itself to modern treatments.

Whether it's a cooler or fountain, Halsey Taylor streamline styling is an important advantage to you!

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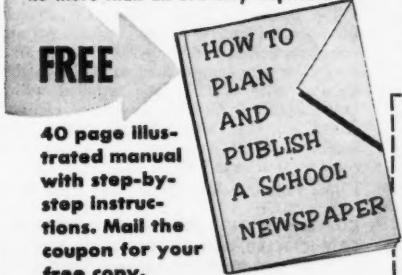


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New Supplies

(Continued from page 109)

CURVING FOOD CONVEYOR

A food service conveyor that can make horizontal curves and carry up to 20 trays a minute without upsetting their contents has been introduced by Lamson Corp., Syracuse, N. Y. It is an all-stainless steel pin-type



Food Tray Conveyor

conveyor with nylon wear strips that require no maintenance. The answer to restaurant operators' rising labor costs and space problems, it is placed along the walls where it insures the most economical use of space for patrons and waitresses.

(For Further Details Circle Index Code 0307)

BREAD DISPENSER

An angle-model bread dispenser is offered by Serv-A-Slice Industries, Chicago, Ill. Dispenser keeps bread fresh and sanitary. By lifting the handle, customer serves himself



Hygienic Bread Server

one slice at a time. Pictured model holds five, two pound loaves and has a wider center compartment for rye bread. Made of stainless steel and glass, the dispenser is easy to clean and fill. Sliding crumb tray is easy to remove and clean. A smaller three-loaf model is also available.

(For Further Details Circle Index Code 0308)

WONDER MEASURING CUP

Wonder Cup is a plastic measuring cup shaped like a drinking glass with a sliding sleeve that fits over the cup. The sleeve is scaled in various measurements—cups, ounces, tablespoons, and a special coffee measure. The sleeve moves up and down to provide an instant accurate measure. Cup may be used for measuring dry ingredients, thin or thick liquids, or solids such as shortenings. Contents may be poured from the cup or

ejected by pushing up the base. According to the makers, the cup is virtually self-cleaning and break-resistant. Made by Milmour Products, Inc., Chicago, Ill., it was recently judged the "most original design" in plastic housewares for 1957. Priced at \$1 each, it is available in houseware departments of stores.

(For Further Details Circle Index Code 0309)

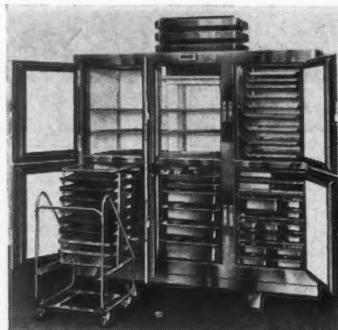
ULTRA-ABSORBENT PAPER TOWEL

The new Ultra High Absorbency towel was introduced recently by the Scott Paper Co., Chester, Pa. The UHA paper towel is bright white, resembles fine linen, is lint-free and soft, according to the manufacturer. Because of its high absorbency characteristics, fewer paper towels are used; only one towel is needed where two or more ordinary towels were required previously. The sponge-like towels are embossed to provide up to 50 per cent more surface area than other paper towels, according to Scott. Patents are pending for the new process.

(For Further Details Circle Index Code 0310)

ALL-PURPOSE REFRIGERATOR

An improved reach-in refrigerator designed to meet all food handler's storage problems has been introduced by Koch Refrigerators, Inc., Kansas City 15, Kans. A revolutionary model, called their series M, it features a com-



Adjustable Refrigerator Interior

pletely adjustable, removable, and interchangeable interior. The shelves may be arranged in any manner desired without hampering the top to bottom refrigerated air circulation. Another attractive feature is its mobile food file. This is a food file unit, completely self-contained in a frame and equipped to slide in and out of lower doors to or from a special cart for transportation. Completely open on both ends, so that it can be used in a front opening or pass through cabinet, the mobile food file can be loaded with 18 by 26-in. or 14 by 18-in. trays.

(For Further Details Circle Index Code 0311)

NEW ROLLER SCREEN

The Luther O. Draper Shade Co., Spiceland, Ind., has announced a new V-Screen for audio-visual classes. It is designed to fit over all map hooks, or may be attached to chalkboard trim or wall with special clips supplied with the unit. Sturdily built, the screen cannot be pulled off the roller. White matt screen is mildew- and fire-resistant. The square screens come in four sizes: 40, 52, 60, and 70 in.

(For Further Details Circle Index Code 0312)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

DORMITORY FURNITURE

A new selection of institutional furniture featuring modular components and optional wall-suspended ledges has been developed by Community Metal Products Corp., Forest Park, Ill. Front and top surfaces are self-edge



Sturdy Plastic Furniture

laminated plastic, available in a wide variety of solid decorator colors, including pastels and ash and walnut wood grains. Interior construction is all metal; drawers have nylon rollers; legs and hardware are chromium plated. Wall suspended ledges are attached with heavy-duty braces that can be easily changed and moved. The selection includes vanities, dressers, bedside cabinets, nightstands, chests, desks and chairs.

(For Further Details Circle Index Code 0313)

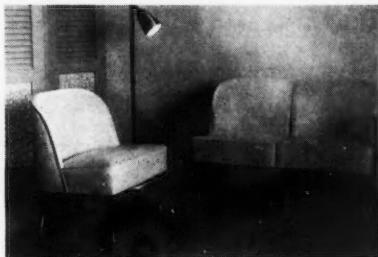
VERTICAL DRAW BLINDS

The Siesta vertical draw blinds, which provide a modern look to offices and institutions, have a patented Vistarama control that controls light, air and view. Metal louvers rotate a full 180°, draw open and close on long-wearing nylon parts. The smooth vertical slats are easy to clean. Blinds are available in 37 decorator colors in four patterns and solids, from Kurdon, Inc., Chicago, Ill.

(For Further Details Circle Index Code 0314)

SECTIONAL OFFICE FURNITURE

A new "tub chair" sectional grouping is well suited for compact offices, reception and lobby areas where a lighter scale furniture and rearrangeable groupings are desirable. Made by Niemann, Inc., Chicago manufacturers of office and institutional furnishings,



Comfortable Seating

these pieces are done in solid walnut and available in a wide choice of upholstery, including leather, Naugahyde, and fabrics. Special wood finishes may be ordered. All pieces have hand-tied, coil spring construction. The moderately priced tub chair may be combined into two- or three-piece sofas, and may be ordered with right, left, or both arms.

(For Further Details Circle Index Code 0315)

(Continued on page 111)

New Supplies

(Continued from page 110)

SCHOOL BUS GARAGE

A sturdy, easy to assemble garage designed especially for school bus housing is manufactured by Myers Equipment Corp., Canfield, Ohio. It is a 40 ft. clear span building available in 12 foot multiples, in lengths from 24 feet for two buses to 240 or more feet for



Easy-To-Assemble Garage

twenty or more buses. Fast, accurate assembly is made possible by precision pre-drilled holes. Construction blueprints are furnished for simplified erection. Any building material can be applied to the finished exterior — steel, brick, cement, block, glass, metal, or wood. Doors and windows may be easily installed at either or both ends as well as the sides.

(For Further Details Circle Index Code 0316)

POT AND PAN WASHER

Speedy and sanitary automatic washing of pots and pans is now possible with the FMC Utensil Washer made by the Food Machinery & Chemical Corp., Hooperston, Ill. Both a single- and double-compartment model are available. The double-compartment washer, Model 202 occupies only 36½ by 62 in. It washes a rack of utensils in one minute while the previous rack of pots or pans are being rinsed in 10 seconds. Washing action is accomplished by upper and lower revolving spray manifolds that force high velocity jets of hot water to every part of the utensils. By this method, pots and pans can be washed greaselessly clean with hot water alone. The rinsing action leaves utensils spotless and they dry in a few seconds.

The double-compartment model will care for the utensils in kitchens serving up to 10,000 meals per day. The single-compartment model, which measures 36½ by 31 in., is adequate for kitchens serving from 500 to 3500 meals per day.

(For Further Details Circle Index Code 0317)

EMERGENCY LIGHTING UNIT

In case of power failure, this emergency unit will provide up to ten hours of illumination. The portable unit is plugged into any A.C. circuit; when power fails, a built-in storage battery takes over automatically. A trickle charger automatically maintains the battery charge. For complete information on Model E, write General Scientific Equipment Co., Philadelphia 50, Pa.

(For Further Details Circle Index Code 0318)

(Continued on page 112)

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Choral Robes in beautiful colors for:

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Fill out coupon below. Mason will send you candy samples beforehand with no obligation. You give us no money in advance. We supply on consignment famous Mason 10¢ Candy Bars, packed 5 bars in each package, wrapped with your own personalized wrapper at no extra charge. You pay 30 days after receipt of candy. Return what you don't sell. Candy is sold at regular retail price. On every box sold you keep \$6.00 and send Mason \$9.00 (66 2/3% profit on cost). There's no risk. You can't lose. Mail in coupon today for information about MASON'S PROTECTED FUND RAISING DRIVES and samples.



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Mason Candies, Inc., Mineola, L. I., N. Y.

New Supplies

(Continued from page 111)

NEW CATALOGS AND BOOKLETS

The 1957 Winter Catalog of restaurant equipment illustrates more than 500 restaurant and food service items. Fountain equipment, cooking utensils, steam-table pans, dispensers, etc., are included in the catalog available from Bloomfield Industries, Inc., Chicago.

(For Further Details Circle Index Code 0319)

A 1958 school year memo book is available without charge from the E. R. Moore Co., Chicago 13, Ill., manufacturers of choir robes, gym suits, etc. School executives and pastors will find it a handy tool for organizing work and scheduling events.

(For Further Details Circle Index Code 0320)

Chalkboard Charlie answers questions on the use and care of chalkboard in a new folder available without charge from the Weber Costello Co., Chicago Heights, Ill.

(For Further Details Circle Index Code 0321)

"The Cost of Paper Food Service in School Feeding" is the latest study of the Field Research Division, Paper Cup and Container Institute, New York 17, N. Y. It contains three cost studies on paper food service. Available without charge to school administrators and school lunch supervisors.

(For Further Details Circle Index Code 0322)

Orthophot, a photomicrographic camera used in advanced biological research, is described in a new catalog bulletin from the American Optical Co., Instrument Division, Buffalo 15, N. Y.

(For Further Details Circle Index Code 0323)

Catalog sheets picturing and describing ornamental bronze church goods are available from Progressive Bronze Works, Inc., Chicago 7, Ill. Items portrayed are tabernacles, crucifixes, holy water fonts, candelabra, candlesticks, missal stands, lecterns, sanctuary lamps, chairs, and tables.

(For Further Details Circle Index Code 0324)

"Modern Materials for School Maintenance" is a digest of the cleaning materials and finishes available from Magnus Chemical Co., Inc., Garwood, N. J. One section lists engine and body cleaners used in maintaining fleets of buses.

(For Further Details Circle Index Code 0325)

Color folders illustrate the six most popular institutional china patterns offered by Walker China Co., Bedford, Ohio. Pattern names are: Aquarama, Coronet, Flare, Garland, Greendale, and Nasturtium.

(For Further Details Circle Index Code 0326)

The 1958 catalog of Allied Radio Corp., Chicago, Ill., has an unusually large selection of electronic parts and equipment usable in schools, classrooms, laboratories, and shops. The 404-page edition lists more than 27,000 items.

(For Further Details Circle Index Code 0327)

The fall issue of the Hillyard Floor-O-Scope features articles on the special training in floor maintenance given to the firm's technicians. Available without charge from Hillyard Chemical Co., St. Joseph, Mo.

(For Further Details Circle Index Code 0328)

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Dear Journal Reader:

Now that you have read the new Management Section of the CATHOLIC SCHOOL JOURNAL, may we have your comments?

This new Management Section will be brought to you four times a year — in March, June, September, and December. You will not be asked to pay for this special section, as it is included in your CATHOLIC SCHOOL JOURNAL subscription. However, we wonder if, for just this issue, you would be willing to invest a few minutes of your valuable time and a three-cent stamp to tell us how you like the Management Section?

Will you please check the items listed below, add your comments and suggestions, then tear out this sheet, and mail it to us? If you prefer, you may send us a letter covering these points.

QUESTIONNAIRE

..... I read the "Management Section."

..... I think the "Management Section" will be helpful to me.

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I am especially interested in articles on:

..... School administration

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..... Maintenance of buildings, grounds

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PLEASE ADD YOUR COMMENTS, CRITICISMS, AND SUGGESTIONS ON THE "MANAGEMENT SECTION"

PLEASE TEAR OUT AND MAIL this sheet, or your letter to:

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"The Story of Power" is a new educational booklet describing the kinds of power used by man from the caveman era to atomic age. Jet, nuclear, and solar power are included in this 51-page, profusely illustrated booklet. It is available from Educational Relations Section, General Motors Corp., Detroit 2, Mich.

(For Further Details Circle Index Code 0329)

"Successful Teaching With Globes" is a new 48-page handbook designed to help social-studies teachers utilize world globes effectively in their classes. One free copy is given with each order for a globe from Denoyer-Geppert Co., Chicago 40, Ill. Extra copies are \$1.25 each; orders of 20 or more, \$1 per copy.

(For Further Details Circle Index Code 0330)

"The Continuing Study on Language Laboratories" by Dr. Paul E. King is available from Magnetic Recording Industries, New York 3, N. Y. The 1958 edition, priced at \$2 per copy, is available to educators who send in the coupon on page 105 of this issue. Offer expires December 31, 1957.

(For Further Details Circle Index Code 0331)

United States Steel Corp., Pittsburgh 30, Pa., offers a number of documentary films on the manufacture, use, and care of all kinds of steel products. Send for the firm's nineteenth-edition film catalog for the latest listing, including seven new films.

(For Further Details Circle Index Code 0332)

"Sure I want to be a better writer" is the title of a new booklet which will help grade school children diagnose and correct their handwriting faults. Available free from W. A. Schaeffer Pen Co., Fort Madison, Iowa.

(For Further Details Circle Index Code 0333)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

MANUFACTURER'S NEWS

General Mills, Inc., Minneapolis 1, Minn., has announced a bright new red and gray carton package for its line of institutional baking mixes. The easy-opening package improves product protection and adds to shelf life of the mixes, according to the firm.

St. Agnes Elementary School in Rockville Center, Long Island, N. Y., was the scene of a one-day seminar on gas-fired boilers sponsored by Orr & Sembower, Inc., Reading, Pa., manufacturers of automatic boiler equipment. The school has recently installed three of the firm's Powermaster gas-fired boilers.

Ellsworth C. Dent, director of distribution for Coronet Films, has been appointed vice-president of Esquire, Inc., the parent organization of the film division. A pioneer in the field of audio-visual education, he will continue to supervise the world-wide distribution of Coronet films in addition to his new duties.

The American Institute of Architects has announced a time extension to January 15, 1958, for nominations of architects for the 1958 R. S. Reynolds Memorial Award. A \$25,000 honorary payment is awarded to the architect who makes the "most significant contribution to the use of aluminum in the building field." The winner also receives an aluminum sculpture created by the prominent American artist, Theodore Roszak. Full details on the award are available from the A.I.A. headquarters, 1735 New York Ave., N.W., Washington 6, D.C.

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